DOCUMENT RESUME

ED 060 813 24 HE 002 938

AUTHOR Dawson, J. Dudley
TITLE A Study to Determine the Feasibility of Establishing a Masters College Program for the Preparation of Community College Teachers. Final Report.
INSTITUTION Antioch Coll., Yellow Springs, Ohio.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO BR-8-0730
PUB DATE Mar 71
GRANT OEG-0-9-450730-2782(010)
NOTE 167p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *College Teachers; *Community Colleges; Graduate Study; *Higher Education; Junior Colleges; *Masters Degrees; *Teacher Education

ABSTRACT

In order to fill the 171 new community colleges opened between 1965 and 1970, more teachers are needed - especially innovative teachers who put student success in learning first. To meet these needs, community college leaders are seeking the support of colleges and universities, accrediting agencies, professional organizations, and government for a major investment in the creation of the Masters College Program for the education and training of junior and community college teachers. This study documents findings regarding the merits of the plan, the viability of its distinctive features in relation to one another, the accuracy of the premises used in designing the projected program, the prospects for funding the establishment and operation of Masters College centers, and their location and organization. (HS)

ED 060813

BR 8-0730
PA 24

8-0730

FINAL REPORT
Project No. 8-0730
Grant No. OEG-0-9-450730-2782(010)

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: HE

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view. JC

OE-NCERD

A STUDY TO DETERMINE THE FEASIBILITY OF ESTABLISHING A MASTERS COLLEGE PROGRAM FOR THE PREPARATION OF COMMUNITY COLLEGE TEACHERS

J. Dudley Dawson
Principal Investigator

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

March 1971

HE 002 938

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

Final Report
Project No. 8-0730
Grant No. OEG-0-9-450730-2782(010)

A STUDY TO DETERMINE THE FEASIBILITY OF ESTABLISHING A MASTERS COLLEGE PROGRAM FOR THE PREPARATION OF COMMUNITY COLLEGE TEACHERS

J. Dudley Dawson
Principal Investigator

Union for Experimenting Colleges and Universities
Antioch College
Yellow Springs, Ohio 45387

March 1971

The research reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

CONTENTS

PREFACE AND ACKNOWLEDGMENTS 5

SUMMARY OF THE STUDY 7

Problems and Needs 7
Objective and Methods. 7
Findings 8
Implementation 10

INTRODUCTION: NEW TEACHERS FOR NEW COLLEGES 12

Growth and Accountability. 12
The Neglected Art. 13
A Program for New Teachers 16
The Masters College Program in Profile 17

Part I: The Model

CHAPTER 1 - TEACHING IN THE OPEN DOOR COLLEGE.. 19

Institutional Images and Career Choices 19
Student Characteristics 21
The Impact of Student Culture on Teaching. 25

CHAPTER 2 - THE MASTERS COLLEGE CONCEPT: AN OVERVIEW . . . 29

Prefiguration. 29
The Synthesis. 30
The World as Teacher 32
The Mastery Strategy 32
Specialization and Common Ground 33
Exchanging Resources 35

CHAPTER 3 - A MASTERY STRATEGY FOR TEACHING COLLEGE TEACHERS . 36

Defined Outcomes, Participation, and Autonomy. 38
Self-Assessment and Evaluation 43
Technique and Technology 44
Teaching as Counselling 49
Organization of Student Personnel Services 51
Process Groups and Personal Development 53
Groups as Learning Teams 56

CHAPTER 4 - GENERAL STUDIES: COMMON GROUND FOR AN UNCERTAIN FUTURE 57

Values and the Animation of Teaching 60
A Social Issues Focus 63
Some Principles of Design 64
Interdisciplinary Approaches 65
A Note on Academic Specialization 70

CHAPTER 5 - OCCUPATIONAL EDUCATION: ENDING FALSE DISTINCTIONS 72

Vocational Guidance: Keeping Options Open. 72
Toward Mutuality 75
Three Masters College Contributions 77
The Regular Occupational Program 78
The Modified Degree Program and In-Service Training . . 79

CHAPTER 6 - THE USES OF EXPERIENCE: BRIDGING THEORY AND PRACTICE 82

The Experiential Learning Model 84
Related Training Exercises. 87
Bridging Theory and Practice in the Masters College Program 88
Experiential Learning in the Community College. . . . 89

CHAPTER 7 - ORGANIZING OFF-CAMPUS EXPERIENCE 91

The First Three Years: Cooperative Work-Study. . . . 91
The Professional Internship 96

CHAPTER 8 - A RESOURCE EXCHANGE FOR COMMUNITY COLLEGE DEVELOPMENT. 103

In-Service Training and Institutional Change 104
Advice and Materials 106
Research and Experimentation as Joint Activities . . . 107
A Two-Way Street 109

Part II: Implementation

CHAPTER 9 - ESTABLISHING MASTERS COLLEGE CENTERS 111

Considerations. 112
The Role of Affiliated Community Colleges 113
Institutional Setting 114
Selecting Students. 116
Faculty Selection: Advice From a Community College . . 117
The Core Faculty 118
Launching the First Centers: A Faculty Training Project . 119

CHAPTER 9 (Continued)

Project Structure and Activities 120
Funding the Training Project 122
Budgeting for Permanence 122

APPENDICES

A - Project Advisory Board. 126

B - Individuals Consulted 128

C - Cooperating Institutions; Endorsements. 133

D - Graduate Programs Examined. 161

E - References. 163

PREFACE AND ACKNOWLEDGMENTS

The Masters College concept originated several years ago in connection with explorations I was making with regard to the combination of advanced undergraduate and graduate studies as a means of preparing a better qualified and more professionally respected master's degree graduate. Encouraged by the interest and support of a handful of individuals in education and public service, I began the development of a Masters College model for the preparation of college teachers. This led to a proposal to the Bureau of Research, U.S. Office of Education. The project was funded in 1969, making possible a feasibility study on the establishment of a Masters College Program concerned with the preparation of community college teachers. This final report completes the study.

So many individuals and institutions have contributed to the evaluation of the Masters College concept that it is not possible to acknowledge all of them by name here. Recognition should be given first to the Union for Experimenting Colleges and Universities, whose Governing Board and President, Dr. Samuel Baskin, sponsored the study. Antioch College has also contributed to the study beyond acting as the fiscal agent. The Advisory Board, whose names are listed in Appendix A, have given valuable time and suggestions throughout the project.

Mr. Edward Cohen, who took a six-months leave from his post as Director of the Division of Two-Year Colleges, New Jersey Department of Higher Education, completed an extensive preliminary study in February 1970, which is on file as a progress report with the Bureau of Research, USOE. The final report draws heavily on Mr. Cohen's work. References will also be found in the text to other individuals who have made significant contributions to the study through their writings and in some cases through correspondence and personal consultation.

I am particularly indebted to Mr. Phillips Ruopp, who has taken the responsibility for the preparation of this final report. Now a consultant in program development, Mr. Ruopp has had extensive experience in higher education as an administrator, counsellor, and teacher. His community college experience includes four years as the first dean of the College of the Virgin Islands and a 1967-68 study for the American Association of Junior Colleges on the needs of new community colleges. His work with experience-based learning models has involved undergraduates, graduate students, Peace Corps Volunteers, and professionals.

Underlying this study has been the aim and expectation that, if the new Masters College model for preparing community college teachers

proved to be a viable one, efforts would be made to implement the proposal. It is gratifying to report that five colleges and universities have under active consideration the establishment of Masters College programs. Their interest and participation, described later in this report, have provided a source of inspiration for acting on the possibilities coming out of the study.

Finally, I wish to express my appreciation to those in the Bureau of Research whose cooperation has enabled the project to proceed with the needed time and autonomy.

J. Dudley Dawson, Project Director
Masters College Study

SUMMARY OF THE STUDY

Problems and Needs

Comprehensive community colleges are expanding at a remarkable rate, particularly in the central city and metropolitan areas. At the same time their capacity for development and self-renewal is being challenged by changing social policies, shifting demographic patterns, and the aspirations of ethnic minorities. Long-standing problems involving the professional preparation, identity, and competence of their faculties multiply with exploding enrollments and belated efforts to respond to the demands of disadvantaged and culturally different students.

More teachers are needed. 171 new community colleges opened between 1965 and 1970. Innovative teachers who put student success in learning first are needed. To meet these quantitative and qualitative needs, community college leaders are seeking the support of universities and four-year colleges, accrediting agencies, professional organizations, and government for a major investment in a fresh approach to the preparation of community college teachers.

Objective and Methods of Study

In response to these needs, the Bureau of Research of the U.S. Office of Education agreed to fund a planning research project to investigate the feasibility of establishing a new conceived Masters College Program for the education and training of junior and community college teachers, and to determine the validity of the assumptions underlying the model and its special features.

More specifically, the study set out to document findings regarding the merits of the plan, the viability of its distinctive features in relation to one another, the accuracy of the premises used in designing the projected program, the prospects for funding the establishment and operation of Masters College centers, and their location and organization if the plan appeared feasible. A research director was appointed in August 1969 and spent the next six months making a preliminary study. Based on further study and suggestions growing out of the preliminary report, the final study has been prepared under the direction of the principal investigator.

The procedures used to accomplish the study's objective included an examination of the literature dealing with general or particular aspects of the issues involved; analysis of existing and proposed programs to prepare community college teachers, including on-site visits to several; interviews and extensive correspondence with authorities; consultation with a formal advisory board; circulation of draft reports

for comment by experts; use of several consultants to prepare papers on specific elements in the program's academic design; and exploratory discussions with officials of government agencies, colleges and universities, and with accrediting agencies, faculty, and professional organizations. Although the original proposal had contemplated questionnaires to solicit ideas and test the appeal of the proposed program to prospective students, this technique was not used in view of several surveys which already exist. They have been cited where appropriate.

Findings

The study found that community college leaders, administrators, and faculty were enthusiastic regarding the central principles and key features of the Masters College Program, as were many of their colleagues in potential host institutions. There was near consensus among them that Masters College centers should be located within hospitable universities and four-year colleges instead of being organized as free-standing institutions. At the same time, it was stressed that because sympathy for the community college and its purposes is generally lukewarm and uncertain among faculties of four-year institutions, the centers ought to be administratively independent of existing academic departments so that they will have enough latitude to build their unconventional programs under the most favorable circumstances.

It was unanimously recommended that nearby community colleges should be intimately involved in the development of the centers, and that they should form an affiliated cluster using Masters College students as teaching assistants, administrative aides, and intern-instructors. It is also envisaged that this cooperative relationship will lead to many other benefits, such as in-service training programs for faculty of the associated colleges.

The model elaborated in this report emphasizes the preparation of teachers for the comprehensive community college as distinguished from other public post-secondary institutions and private junior colleges. The professional preparation of Master College graduates should, however, enable them to teach in any institution or program where their knowledge and skills can be engaged.

The Masters College model calls for the flexible professional education of its students in one of three teaching areas: general studies, established academic disciplines, or occupational education. Prospective teachers in all of these professional streams would participate in a common interdisciplinary general studies program oriented not only to their needs as undergraduates but also to those of the community college students they will later teach. A central theme of the general studies program will be the impact of change on the local

community, the country, and the world--and the resources needed by the individual to understand and respond to the interlaced problems of the human future. The five tentatively defined areas of general education suggested are Developmental Studies (combining basic communication skills), Environmental Science and Ecology, Growth Factors in Changing Societies, Human Learning and Development, and Values and Human Culture.

Masters College students preparing to become general studies teachers would take work in a traditional academic discipline in some depth, which would permit dual teaching assignments. Those electing an academic or occupational specialty would also, through their own general studies, be prepared to take part in teaching general studies courses. All three would be trained for the advising-counselling aspect of the teacher's responsibilities, regarded by the consultants to the study as critical for a career in community college teaching.

The Masters College Program begins with the student's third undergraduate year. All of its students will alternate study with jobs and other off-campus experience throughout the three years following their admission. In the fourth and final year, they will work as resident intern-instructors at an affiliated community college. This pattern of linked study and work combines undergraduate education with professional training, and would normally lead to the master's degree in four years.

The Masters College student's work-study placements and his subsequent year as a teaching intern should enable him to earn a gross income of perhaps ten to twelve thousand dollars during his four-year program, which would represent a considerable educational subsidy, particularly if he were paying in-state tuition at a tax-supported institution. It seems likely that this aspect of the program, coupled with its strong sense of vocational direction, will be especially appealing to the community college graduate who is drawn to community college teaching but whose empty pockets discourage further education.

While their experience would revolve around the integrated general studies and teaching-learning curriculum of the Masters College, the student with specialized academic or vocational-technical interests will turn to the schools and departments of the Masters College parent institution for courses in his field of concentration. The prospective occupational teacher might also make use of outside training facilities, and he will receive practical on-the-job training in business or industry or the human services through the cooperative work-study program. The only proposed modification in the regular Masters College program is intended to help experienced practitioners complete the master's degree in an

occupational subject in two years, assuming that they have entered with a baccalaureate.

The entire Masters College Program--including the institutional climate, the curriculum, and methods of teaching and learning--is built around the anticipated professional roles of the Masters College graduate. As it is used here, this concept ("prefiguration") is not meant to exclude the student's personal education and development but rather to emphasize the relationship between growth and calling. Another essential ingredient of the Masters College strategy for learning is the use of both direct experience, through off-campus placement, and indirect experiential learning techniques to bring theory and practice, intellect and action, the campus and the world closer together. Based on Peace Corps training experience, and new programs at the University of Massachusetts School of Education and elsewhere, the study advocates the use of the cooperative work-study program to bring Masters College students into direct contact and involvement with the subcultures represented in community college student bodies, more exactly, those subcultures with which he has little familiarity. There is no more effective way for the prospective teacher to reach some appreciation of the life situation, values, vernaculars, and expressive styles of his students.

Finally, it is clear that as Masters College centers grow, they will be able to assess the in-service training needs of the faculties of their affiliated community colleges and organize a variety of activities to meet them. Together, the centers and their associated colleges form a network of equal partners for cooperative action to upgrade the personnel and other educational resources of the community college and to improve the effectiveness of the Masters College Program itself.

Implementation

The study reports the active interest of five universities and four-year colleges in establishing Masters College programs as soon as possible: Governors State University (Park Forest, Illinois), Rutgers University (New Brunswick, New Jersey), Richard Stockton State College (Pleasantville, New Jersey), University of Massachusetts (Amherst), and Western Washington State College (Bellingham, Washington).

These institutions have formed a consortium for the preparation of core faculty, the first step in organizing Masters College centers. A faculty training project will begin in 1971 with a focus on teaching and learning for disadvantaged students. This project has been funded by a grant from the U.S. Office of Education. As more funds become available, training will be expanded to include the design of general

studies curricula and teaching-learning resources, techniques, and styles with the greatest promise for the full range of community college students.

The final part of the report also discusses student selection and core faculty selection, and projects a budget for the establishment and operation of Masters College centers.

* * *

This study holds that the uniqueness and strength of the Masters College model is to be found in the synthesis of its special features. At the same time, it is clear that the educational design incorporates elements which can be introduced into any program for the preparation of teachers.

NEW TEACHERS FOR NEW COLLEGES

It seems unnecessary to labor the need for more well-qualified teachers for our comprehensive community colleges. The phenomenal growth of public community colleges on the national scene is a well-publicized fact. There were 481 in 1965 and 652 by 1970.[1] They enroll more than two million students and the total is expected to double by 1980. A recent report by the Carnegie Commission on Higher Education has proposed that up to 280 additional community colleges be established during this decade, which would put one within commuting distance of 95% of all Americans. Clark Kerr, chairman of the Commission, refers to the two-year colleges as the most rapidly growing sector of higher education. With the prospect of four million students entering community colleges within ten years, or the equivalent of one-third of the nation's projected undergraduate enrollment, it may be fairly asked if we are ready for this explosion.

Growth and Accountability

The manifold expectations of American society for the community college call for new curricular forms, new styles of teaching and counselling, and a new outlook in college-community relations. Growth and change have recast the community college into a wholly distinct institution in the educational life of the nation. Since many public junior colleges were founded with limited institutional purposes, their new role is yet in the making and the inevitable strain is visible.

The community college serves the needs and interests of a diverse population: younger and older adults; groups with a wide range of vocational and educational goals; those upward bound for more higher education and those outward bound for full-time jobs; those who are well-prepared and many who are ill-prepared for the programs they have chosen; the affluent and the poor, and those in between; all combinations of majority and minority groups. Furthermore, a community college is expected to engage itself through its faculty and students in a variety of services concerned with the development of its community, such as off-campus adult education, joint training projects in the human services, or special conferences on local problems. This comprehensive ideal of the community college

[1]These figures do not include two-year branches of universities or public specialized institutes. Reported by Singer and Grande in the Junior College Journal for March 1971.

can lead to confused priorities and superficiality. On the other hand, planned comprehensiveness guided by social vision, thoughtful allocation of resources, and a strong sense of public responsibility provides the opportunity and leverage for greatness in community college education.

The community college movement is challenged not only by the enormity of its constantly expanding mandate, but also by the call for accountability which now faces all levels of education. Accountability implies institutional responsibility for the attainment of defined goals and objectives as the return rightly due on the investment of time, energy, and money, whether public or private. This in turn requires a critical look at (1) the characteristics of the student population being served, (2) the nature and organization of the curriculum, (3) the improvement of the teaching-learning and counselling process, and (4) greater attention to faculty preparation.

The obligation of schools of all kinds to their students is frequently urged but seems too easily forgotten in practice. Writing forcefully in 1967, Grant Venn, former Associate Commissioner of Adult and Vocational Education, said in the American Association of Junior College's Selected Papers:

> "The responsibility is not just for instruction. It applies to those who leave as well as those who remain--to the drop-outs as well as the stay-ins. It applies to both admissions and placement. If a school--especially a junior college--is not willing to accept the responsibility for placement of a student when he leaves, then it should not admit him in the first place. And, in my opinion, when the drop-out rates get too high, a school should be liable for its accreditation."

In elaborating the concept of accountability in community college education, a recent AAJC publication welcomes the open-door mission of the community college in American society: "Community colleges have become the primary vehicle for social and economic advancement for the lower two-thirds of the population." The report goes on to point out the educational implications of the growing number of students from poor families, who are unprepared for college programs designed for the middle classes. Responsiveness to new student cultures necessitates, it concludes, "drastic modifications in traditional instructional techniques."

The Neglected Art

The needs of educationally disadvantaged and culturally different students aggravate the problem of mediocre teaching that

already exists in many of our colleges and universities, not only the community college. The literature on the inadequacy of much college teaching has reached flood tide. To mention only a few observations, there is former U.S. Education Commissioner Earl J. McGrath's assertion that more than sixty percent of surveyed college presidents had expressed serious dissatisfaction with the preparation and teaching performance of their faculties. The 1967 study of the American Council on Education, Improving College Education, edited by Calvin Lee, concurred in these findings and thoughtfully analyzed the problem and the many difficulties to be encountered in its solution. Nevitt Sanford's recent book, Where Colleges Fail, called college teaching a "neglected art." Jencks and Riesman in their study, The Academic Revolution, question whether graduate schools prepare their students to be teachers, or only researchers, and are worried about two questions: the kind of people recruited for college faculties, and the kind of training these people receive in their apprenticeship as graduate students.

Such concerns have led to proposals for a new approach to the preparation of college teachers. Several surveys of faculty and administrative opinion are available, as well as reviews of the literature appraising the need for new or revised graduate-level degrees to prepare students for teaching responsibilities at the college level. A rich lode is contained in Approaches to Preparing Prospective College Teachers, a 1968 report by California's Coordinating Council for Higher Education. This study concludes that there is a distinct need for a degree program which emphasizes teaching skills and is attractive to the classroom oriented instructor, particularly prospective community college teachers. It criticizes existing Ph.D. programs because they generally take too long, include anachronistic requirements, are too narrow in focus and consequently do not properly train the undergraduate teacher, especially those responsible for lower-level courses.

Ph.D. programs emphasize research to such an extent that teaching interest is not stimulated, and holders of the degree are not attracted to community colleges. Furthermore, the master's-level program is rarely designed to prepare college teachers. It is usually a step-child, since in so many fields it is regarded by the graduate faculty as the first gauntlet to be run on the way to the doctorate. Yet a study made by T. S. Phair shows that of the 1,310 new faculty recruited by California community colleges in 1967, 991 or 76% held the master's degree. Only 41 (3%) had received the doctorate and 278 (21%) had earned less than the master's. While the master's degree is, then, the standard California credential for community college teaching, only 5% of those who were new to teaching at the college level had any kind of

practice teaching or intern experience in a community college.[1]

Roger H. Garrison's appraisal of how community college teachers feel about their preparation revealed that science and liberal arts instructors were especially inclined to be critical of their graduate work. Their preparatory education was characterized as "inadequate" or "inappropriate" for their teaching responsibilities, and as "slanted toward the needs of the prospective Ph.D., both in content and treatment." In the opinion of those interviewed by Garrison, the Ph.D. "represents a depth and manner of training rarely required of junior college faculty." They thought that their preparatory programs should have stressed concepts and methods "appropriate to instructing freshmen and sophomores." They cited the difficulties of teaching general introductory courses effectively. These interviews strongly reinforce the view that most traditional graduate programs are shaped to the wrong criteria: research rather than teaching, academic in the narrow sense rather than intellectual. The educational needs of community college students require different criteria and another image.

At its Seminar for Great Teachers, held in 1969 at Westbrook Junior College in Portland, Maine, the AAJC formulated precise objectives for the preparation of community college teachers. These objectives made it clear that, among other things, community college teachers should be prepared to analyze and propose varied solutions for the most pressing problems of instruction, to establish conditions of learning appropriate for a variety of students, and to identify non-traditional teaching ideas and practices, giving special attention to methods promising increased effectiveness of instruction for large numbers of students. The National Faculty Association for Community and Junior Colleges issued a call to action in 1968 stressing the need for "commensurate attention to the strategies of effective transmittal of learning to the range and quantity of college students... now...confronting us " The Ford Foundation supports a Saint Louis area program for community college career occupational faculty which places "emphasis on quality teaching and its constant improvement, including developing better approaches, materials and systems, and evaluating their effectiveness..."

These goals all reflect the conviction that teaching competence, like learning, is not a gift but an acquisition. They are typical of expressions found throughout current community college literature. Responses received from community college administrators and faculty, directors of graduate training programs and university heads, indicate

---

[1]"A Profile of New Faculty in California Community Colleges," Field Service Leaflet No. 5, School of Education, University of California, Berkeley.

to us that the efforts which the graduate schools are making toward familiarizing prospective college teachers with their responsibilities for student learning are still distinctly inadequate. Rather than haphazard obeisance to these responsibilities, community college leaders are looking for well-conceived programs that impart a professional understanding of what is involved in student learning, and the skills and tools necessary to make the teaching-learning process work.

A Program for New Teachers

More and better teachers, teachers with a difference, are needed for "the furious flux," as Garrison dubs the changing community college picture; teachers who put student learning in the center of the picture, who are imaginative and adaptable, aware of the resources available for developing more effective kinds of adult learning experiences, who are tuned in to the hopeful but uncertain students who will inevitably be the beneficiaries or victims of this latest national undertaking in mass education.

The education and training of teachers who can engage themselves with the student's future rather than his past, with what he is capable of becoming rather than what he was, will require institutions and programs which themselves break sharply with old preconceptions and habits.

The study which follows was based on the assumption that an experientially-based program which integrated the junior and senior years of college with master's-level professional training would speak to the needs of the community college with exceptional clarity and validity. We call this concept the "Masters College Program." While a more descriptive or exciting label may be devised for it some day, the present name has the virtue of suggesting a program and a center in which mastery is the goal and the degree is the recognition of its achievement.

Our inquiry has confirmed our expectation that this concept would appeal in principle--that is, its essential features--to a wide range of teachers, administrators, and national leaders in the community college field; to concerned educators in universities and four-year colleges; and to educational researchers and theorists. It is, therefore, a study based on authority--our own, tested, tempered, and modified by theirs. In the last analysis, empirically informed judgment rather than empirical proof is still the only available basis for designing a new educational model. We do not assume that the model proposed here represents the only way to combine the essential values, qualities, and features involved. A shift of perspective might produce a design that would be different in some important respect. Indeed, we offer the idea tentatively with regard to its details if not its fundamental principles. We would welcome further suggestions.

The Masters College Program in Profile

Taken singly, none of the features of the Masters College embodies its essential character. They must be imagined as an interacting pattern or system. The educational process made possible by the combination of these features is, we believe, distinctive. The main features of the Masters College Program form a profile of this model for the education and training of community college teachers:

1) A combined four-year undergraduate and graduate program which integrates the last two years of college with professional training at the master's level. Community college graduates and others with two years of college would be eligible for admission. The program would normally lead to the master's degree (with the baccalaureate being earned in route).

2) The location of the Masters College Program in existing universities and four-year colleges which can establish its identity through a core faculty and provide necessary specialized resources.

3) An active working relationship with a cluster of affiliated community colleges interested in the employment of teaching interns, cooperation and interchange between faculties, and the joint development and evaluation of the Masters College Program. The total institutional network involving a Masters College Center and its associated two-year colleges would also function as a resource for community college development.

4) The application of the principle of "prefiguration" to program development, which means that the decision-making structure, faculty attitudes and policies, curriculum, and the teaching-learning process in the Masters College Program would prefigure or anticipate the professional work situation and roles of Masters College graduates.

5) The alternation of study and work experience during the first three years of the program, with a fourth year as a teaching intern in residence at a community college.

6) A curriculum which focuses on the student as learner and the teaching-learning process, synthesizing substantive content and methodology.

7) The selective and integrated application of innovative learning techniques and technology to the teaching-learning process.

8) Training for the advising-counselling aspect of the teaching role which is so vital to community college students.

9) A shortened and modified program for experienced occupational specialists who wish to prepare for teaching in a community college.

10) A program of interdisciplinary general studies for all students offered by the Masters College core faculty, combined with individualized preparation to teach general studies, traditional academic disciplines, or occupational specialties--or combinations of these three areas.

11) A living experience and practicum for prospective community college teachers in institutional responsibility shared by students, teachers, and administrators.

12) The potential for later development of in-service programs for faculty members and administrators in the community colleges associated with a Masters College center. This includes future consideration of an in-service doctoral program which would maintain the Masters College emphasis on the student's development as a learner and the educational accountability of the community college as an institution.

Part I: The Model

Chapter 1

TEACHING IN THE OPEN DOOR COLLEGE

Few graduate students choose college teaching as their first interest. They fall into it. Fewer still choose to teach in the community college.

The reason is obvious enough. A teaching job is habitually judged by the prestige of the employer. Academic society has its own class structure. It is reflected in the language used to rate institutions--epitomized by the empty word "excellence" or the self-congratulatory phrase "top ten."

Institutional Images and Career Choices

Teaching in the public two-year college is widely regarded in much the same way that opera singers view singing in Indianapolis rather than Vienna. The common image of the community college puts it somewhere west of Indianapolis. This bias deeply influences the career choice of the prospective college teacher. It is not that he thinks through his attitude toward community college teaching. He simply fails to examine his prejudice against it.

As Burton Clark pointed out more than ten years ago in his study of San Jose College, The Open Door College, it is the egalitarianism of these peculiarly American institutions that has earned them their reputation for academic promiscuity.

> "Willing or not, the junior college must assume this role /of serving the potential dropout/ which is intrinsic to its character and place. But the role does not lend itself to a popular definition; too often it will lead outsiders to see in the junior college a place for third-rate students--the culls of other colleges. This perception has strong negative consequences for the status of the college in society. Junior college staffs themselves are reluctant to embrace such a definition, and it remains a troublesome point in the identity and status of junior colleges."

Since 1960, when Clark's book was published, the civil rights movement has made higher education for ethnic minorities and the poor a popular cause for social critics, legislators, and even faculty members of leading universities. Consequently, access to

some kind of higher education for all high school graduates and older dropouts--however ill-prepared for it they may be by "elitist" standards --has become a major public issue. Many graduate students attracted to college teaching are leaning on the open door. A wide-open, inclusive, various, possibly even festive college is to them a compelling new image. They seem particularly eager to teach in innovative programs for students from Cleveland's black ghetto, the barrios of Los Angeles, or the hollows of Kentucky.

At the same time, the backwash from a decade of activism has again brought to the surface the needs and anxieties of the American "majority" characterized by Scammon and Wattenberg. It is the "first-generation" college student from these white middle-class homes who makes up the community college's majority, but the proportion of students from the ghettos and barrios and poor white neighborhoods is climbing.

In spite of the dramatic return to a strong egalitarian lobby in higher education, the pictures which professionals have of themselves and their status are still dominated by old images. Those who are well acquainted with community college faculties note that one of their chief traits is ambivalence toward their institutions and students and, inevitably, themselves. They find themselves in the community college classroom by chance, not as the result of a carefully weighed career decision. Inevitably, they bring with them somewhat rigid preconceptions about what a college is. These vary with their own previous experience as students and teachers in state or private colleges, but broadly speaking community college teachers are dominated by the persistent traditional values and expectations of their professional class.

It is hardly surprising that the community college teacher's expectations are likely to run headlong into the contrary cultures of his students. As Roger Garrison puts it in his study, Junior College Faculty:

> "...traditional teacher-expectations of freshman and sophomore students are simply not applicable in most junior colleges. Instead of relative homogeneity of backgrounds and abilities, the instructor faces heterogeneity of a really extraordinary sort. Instead of 'usual' collegiate motivations in students, teachers deal with motives-for-being-in-college ranging from immediate employability to fantasy notions about careers wholly unrelated to the obvious abilities (or lack of them) brought by the student to his college experience."

It is, unfortunately, accurate to speak of an identity crisis in

the community college movement. Faculty are often unsure whether they belong in secondary or higher education, and many feel caught in a limbo between the two. Even though the ratio of community college teachers who began their teaching careers below the college level has dropped below the two-thirds noted by Leland Medsker more than a decade ago, the fact remains that a significant proportion of faculties in two-year public colleges were trained for other types of educational settings and responsibilities.

In many ways, pre-college teaching experience may make faculty receptive to the needs of college students. But this receptivity is often not incorporated into a viable approach for teaching younger and older adults at an adult level. Faculty orientation, if any, tends to be haphazard. One result is that many community college teachers share the general public apprehension of their institutions as thirteenth and fourteenth grade education with covert remedial purposes. Frequently they press for transfer programs which slavishly parallel the first two years of the baccalaureate programs at "senior" institutions, whether or not these are appropriate to student and community needs. Demands for academic conformity, ("articulation") cannot be wholly blamed on the influence of four-year colleges. Often both the will and the imagination needed to create educational alternatives are missing. Algo Henderson has commented that the ambiguous status of the community college teacher can unhappily lead him to envy and emulate those who enjoy unassailable prestige in the profession.

Finally, there is a widely shared impression that too many of the younger community college faculty regard their appointments as way-stations on route to positions in four-year colleges after they acquire additional credentials. By reasoning that the school will lose status as an institution of higher education unless it can publicize a faculty which is strongly leavened with Ph.D. holders, administrators may encourage the higher degree ambitions, and outmigration, of their teaching colleagues.

It can be asked whether such status anxieties signal a lack of pride in the importance of the community college and what it can accomplish in its own right. Indeed, in his survey of the goals and attitudes of 700 junior college faculty, Garrison noted a strong strain of pessimism among many teachers. If, as one of them said to him, "the word gets around the graduate schools about typical teaching loads and time pressure, what's going to make junior college teaching attractive to the bright, capable young people with a real future in education?"

Student Characteristics

Perhaps the most succinct summary of the statistically prominent

characteristics of community college students is contained in the recent report of the Carnegie Commission on Higher Education, The Open-Door Colleges:

> "Community college students are more representative of the college-age population of the United States than are students in any other segment of higher education. They tend to be almost equally divided between students of above-average and below-average ability, and the great majority come from families that may be classified as 'moderate' or 'high' in terms of occupational level. They are predominantly from families with average incomes...Approximately half of the students in two-year colleges are adults... with a median age of about 25 years...About 45 percent of the students in two-year institutions are enrolled on a part-time basis."

K. Patricia Cross has identified significant differences between junior college students and their peers in four-year institutions. Her data validates her thesis that "We possess only traditional measures to describe a student who does not fit the tradition." She notes that the diversity of community college student bodies tends to be "leveled" by the use of research instruments based on the characteristics of typical college students. Her analysis reinforces the widely accepted judgment that conventional aptitude measures are often culturally biased against the so-called disadvantaged student. It establishes a basis for formulating and testing more appropriate questions, hypotheses, and instruments for doing research on community college student bodies.

Cross's findings permit some generalizations about junior college students. The following summary is based on her synthesis of their characteristics:

--Junior college students receive lower mean scores on academic ability tests than comparably selected samples of four-year college and university students, but a substantial number of junior college students will be found at each level of academic ability.

--They are less confident of their academic abilities, more frequently critical of their high school courses and teachers, and less frequently feel that they would be rated good or excellent students by their high school teachers.

--They have often chosen programs of study in high school which fail to prepare them to enter four-year colleges.

--Their educational and career aspirations are lower and more unsettled than those of four-year college students. They are eager for advice regarding future personal plans.

--Nearly two-thirds aspire to managerial and professional occupations, although almost seventy percent come from the families of unskilled, skilled, and semi-professional workers.

--Their orientation to life tends to be more practical than those who enter senior institutions. They seek applied studies that will improve their position on the job market and lead to economic and social advancement.

--They do not seek an intellectual or scholarly atmosphere, give less value to humanistic pursuits, and expect their future satisfactions to come from business or financial success.

--They score lower than other college students on measures of autonomy and nonauthoritarianism, are more likely to be cautious and controlled, and less likely to be venturesome or flexible in their thinking or their choice of untried paths to success and financial security.

--Parental encouragement, as well as the proximity of a local college, are evidently more important than cost in influencing their decision to go to college and their choice of a college.

This distillation of community college student characteristics is, of course, descriptive of the present or recent past. While not exclusively from the middle-middle and lower-middle socioeconomic ranges, community college enrollments largely represent that part of American society. But enrollment shifts are in motion. High schools are graduating larger proportions of their students, increasing the number of those who are eligible to enter community colleges. In 1948, 54% of the country's seventeen-year-olds graduated from high school; in 1968, 76.7%.[1] In sheer numbers, more than three million high school students are expected to graduate in 1974, an increase verging on 300% in a generation.[2]

The Carnegie Commission report includes data based on information submitted several years ago to the U.S. Office of Civil Rights which showed that the community college student body in individual communities tends to reflect the local racial mix. Since then, there has been a gathering movement to recast curricula or launch entirely new programs to appeal to minority groups, culturally and educationally disadvantaged

[1] Digest of Educational Statistics, USOE, 1969.
[2] Projections of Educational Statistics, USOE, 1969.

students, and the older school dropout of every group. Federal financial aid for low-income students is being continued. The community college's demographic profile is changing.

The City University of New York provides a striking example. In the fall of 1969, CUNY enrolled 19,500 freshmen in its two- and four-year colleges. In 1970, a year later, it took 34,500. This sudden leap of 77% was the immediate consequence of liberalized admission standards. The decision had been made to open the way to post-secondary education for New Yorkers, especially blacks and Puerto Ricans, who have been blocked in the past by poverty. CUNY's major four-year institutions, such as CCNY and Hunter, are now admitting any student who graduated in the top half of his high school class or maintained an average of 80. The system's community colleges will admit any high school graduate. At the same time, Chancellor Bowker has asserted that CUNY does not intend to lower its degree standards. To avoid the revolving door effect, new programs are promised.[3]

The growing numbers of "high risk" students are creating new pressures for community college teachers. As William Moore points out in his study of the odds confronting these students, within the high risk group there are several different kinds of students and little evidence of their educational compatibility with one another. "There are more differences among marginal students than there are similarities," he notes, and from his long personal experience offers case studies illustrating that high risk students are not just those from our urban slums, as many believe. The high risk sub-categories are actually combinations of a whole series of factors such as cultural environment, income, social class, race, previous academic achievement, and the presence or absence of handicapping psychological problems. Moore concludes that the learning process for such students, particularly those who have demonstrated low levels of academic motivation and achievement, calls for highly individualized programs and special understanding and skills on the part of their teachers.

With or without the passage of a comprehensive federal community college act, the open doors of these institutions seem slated to swing even wider. Existing trends show a steady movement toward making two years of post high school education universally available for a population as heterogeneous as any in the world. In spite of new programs for minorities in universities and four-year colleges, community colleges will have to absorb most of the responsibility for diversified educational opportunities beyond high school. The impact on community college teachers and teaching is likely to shake

---

[3]See Edmund K. Fallermayer, "Let's Break the Go-to-College Lockstep," Fortune, November 1970.

an already insecure profession.

Although this discussion stresses the number and diversity of community college students who are poorly prepared for higher education in the conventional sense, community colleges also enjoy their share of able students who are well-prepared to satisfy the expectations of their teachers. In their national study of the transfer student, Knoell and Medsker found that the academic performance of transfers from community colleges to universities and four-year colleges compares favorably with other undergraduates completing baccalaureate degrees. However, they report that "the findings from the study are quite clear that good junior college and post-transfer records are made primarily by students with good high school records, i.e. those who ranked in the upper half of their class or better."

A central argument of the Masters College proposal is that new social goals require new educational values. An urban role comparable to that of the land-grant college in our agrarian past is being thrust onto the community college, partly by accident, partly by design. It springs from the impact of the technological revolution on the occupational structure, and the demands of oppressed groups for human dignity and their share of America's post-industrial affluence. The community college's enlarged role calls for assumptions about student development and performance, curriculum content, and methods of teaching and learning which will enable the "lower third" to be successful either in the conventional sense or in terms of newly created goals, programs, and measures of achievement.

The Impact of Student Culture on Teaching

As William Moore insists, an overview of community college student characteristics should not be allowed to obscure the fact that students can be helped only when they are treated as individuals. Stereotypes are the enemy of education. At the same time, the evidence regarding student characteristics has implications for the teacher's role which must be candidly faced and explored. These implications will obviously vary with the context. The goals and methods of teaching a course in the African novel and a course in hydrotherapy are different. A predominantly black student body from a metropolitan ghetto will not necessarily respond to the same teaching styles that arouse white suburban students.

Although some community colleges are taking on a new look in response to the special needs of their students, the majority have displayed little singularity. Hopes, however honest, should not be confused with reality, as one teacher wryly pointed out to Garrison in his study. This sentiment is seconded by John Rouche in an article examining the challenges to teaching in the two-year college:

> "While junior college pundits have been generous in identifying two-year colleges as 'superior teaching institutions,' there is massive evidence to indicate that instructional practices in the two-year colleges are the same as those practices in other areas of education where institutional goals, purposes, student populations, and faculties are radically different. Instructional designs and strategies suited particularly to the unique mission of the two-year college have not yet evolved."

Despite common misuse of the concept of student attrition, it constitutes one important index of community college effectiveness. If community colleges are to function not merely as "cooling-out" or "sorting" agencies but as institutions which can do something educationally significant for most of those they admit, their ability to hold students must be improved.

Rouche notes that the community colleges are "sending disadvantaged students back out the revolving door at rates up to 75 percent the first year." He quotes Christopher Jencks' assessment that "the existence of these colleges has not improved the competitive advantage of the poor in any dramatic way." Data collected for the New Jersey Department of Higher Education's master plan indicates that during the period 1950 to 1967, in a broad sample of states with well-developed community college systems, a rather constant figure of only 17 percent of the freshmen entering these institutions completed the two-year associate degree.

Statistics on attrition are not sophisticated enough to reflect, for example, subsequent graduation from another institution, and there are other interpretive problems. Only comparative attrition rates are significant. There is, after all, heavy attrition at state colleges and universities, where students enter with higher expectation of success on the basis of previous academic records and aptitude test scores. The multiple exit feature of many community colleges permits students to acquire basic job skills at levels short of the associate degree. Students in career programs such as secretarial studies often find that one year is sufficient to qualify them for satisfactory employment and, weighing immediate income against further training, they drop out even though the college offers additional course work in the field. But even if all of these factors were properly evaluated in terms of significant educational achievement without the degree, the completion rate is so low that it prompts pointed questions about institutional productivity: programs, teaching methods, guidance, and the learning environment.

Many community colleges fail to see that their first responsibility

is to help students succeed in learning to find ways of enabling them to reach their goals. In a recent book, a community college president who is noted for his intelligent leadership falls into a virtually discredited argument in defense of his institution's academic respectibility. He writes, "What about the key question... the quality of education offered in a community college? The fact that our attrition is high indicates we're not soft...about one-third flunk or quit the first year." It may be fairly asked if that is a mark of quality or a misreading of the community college's responsibility.

The community college is challenged not only by the scope and magnitude of its undertaking but also by the principle of accountability. Accountability means that the college is responsible for the successful education of its students as the fair return on the time, energy, and money they, their parents, and the public have invested.

A major goal of any program to train community college teachers must be to give them a perspective on their responsibilities that draws on the past but is not needlessly encumbered by it, that responds to the longing of young people and adults to expand their awareness and mastery, to increase the reach of their lives.

This will require the special dynamic which is associated with the developmental approach to learning when it is undertaken with conviction and zest. This orientation to community college teaching rests upon these assumptions:

1) The teacher should be kept informed about the changing characteristics of his college's student body and, if necessary, the students in his particular program. The implications of student characteristics for the college's curriculum, teaching methods, counselling practices, and institutional culture should be continually explored so that planning benchmarks can be changed when they no longer serve their purpose.

2) Generalizations about student characteristics are not generalizations about the individual student. They are useful sightlines, but only that.

3) Knowledge of the student's life situation, worldview, and values can provide the link between the teacher's concerns as a teacher and the student's motivations for attending college or enrolling in a particular program. This knowledge should enable him to work with the student as an individual, building learning experiences outward from wherever the student is ready to start toward defined objectives that will help the student grow in awareness, competence, and self-esteem.

4) There is more than one road to the objectives of any educational program, and its objectives should be explicitly related to both the actualities and potentialities of the student's life.

5) The teacher should be able to draw on the central imagery embodied in the student's rhetoric and life style, not only to make himself understood as a teacher but to activate the student's latent creativity in the realm of human experience and learning they are entering together.

6) The strait jacket of the standard time-success equation must be finally discarded. Means can be found which will make it possible for students to repeat course units or entire courses, or to return to full-time study after a period of withdrawal, without jeopardizing their college standing or intimidating them with bureaucratic obstacles.

7) The teacher should choose his prophecies carefully, in the knowledge that many are self-fulfilling. For his students, he should prophesy success in learning, and then himself learn how to help them learn.

Chapter 2

THE MASTERS COLLEGE CONCEPT: AN OVERVIEW

The community college's teaching needs and problems have been documented and discussed in the first chapter. It seems indisputable that unless something comparatively sweeping is done about the preparation of teachers, community colleges will find themselves in a struggle against mounting odds. To be useful, a fresh look at educating teachers for the community college must begin with new assumptions about undergraduate and professional education, and the connection between the two. These new assumptions will be found at the heart of the Masters College Program, which is, we believe, an unprecedented and needed model. No single element in the pattern is unique. Its singularity lies in the combination of the program's basic features.

Prefiguration

The principle behind the Masters College Program has been termed "prefiguration" by Edward Cohen in his study of the proposed model and, in another context, "role-centered training"by Phillips Ruopp.

Prefiguration is an essentially simple concept. It rests on the assumption that professional education has maximum impact when there is a high degree of consistency between its content and methods on the one hand, and the professional role(s) for which the student is preparing on the other. In the case of community college teaching, this means that the structure of the preparatory program, the learning resources and techniques, and the attitudes and actions of the faculty should anticipate the eventual work situations and relationships in which graduates will be engaged. To ensure that they acquire the needed perspective, values, and skills, courses and other learning activities should be reinforced by the total configuration of influences, both formal and informal, which shape student experience.

This gestalt, or institutional press, can be conceived as a learning resource in itself, incorporating the values and processes through which program objectives are manifested and brought to life. Taken alone, a catalogue description of the variety of courses to be offered is hardly a picture of an educational process. The way the program is developed, the learning strategies used, opportunities for student participation in making decisions, the style with which authority is exercised--all of these aspects of the learning environment should be infused with the purposes and spirit of the enterprise.

It may be objected that role-centered training is antithetical to

the goals of liberal learning if it begins too early, that professional preparation in the field of education should be postponed completely until after the student completes his undergraduate studies. That has been the trend in secondary education, and many knowledgeable observers feel that it represents an improvement.

We have thought about this question with some care, and our conclusion is that it is a mistake to conceive of intellectual, emotional, and practical education as mutually exclusive. Indeed, it is essential to think of them in their interrelationship. The proposed Masters College is a new educational model, a new pattern of objectives, resources, and activities. It is not the outcome of tinkering with an old system, but a new system in which old values can be incorporated if they are serviceable. It subjects traditional values and practices to existential criticism and equips its students to design programs which are responsive to the profound changes that are engulfing American and world society. Its general method can be seen as a dialogue activated by the tension between calling and growth, being and becoming, in which words are always turned back on reality for their validation.

In The World as Teacher, Harold Taylor has summed up the philosophy behind the Masters College concept:

> "No sharp distinction can be made between what is involved in learning to be a teacher, and what is involved in becoming a person of intellectual and cultural substance, able to act in and on the world. For those who are teaching teachers, it is a matter of how, through arranging a series of appropriate experiences in intellectual, social, and cultural affairs, the student can learn to understand himself and others, to think clearly, to gain a body of knowledge about man, nature, and the world, and to teach what he has learned to others, by the example of his own life and the knowledge he has gained in it. The sooner he begins practicing the art of getting his own knowledge, thinking for himself, working, studying, and acting with other people, and teaching whatever he knows whenever he has a chance, the better will be his education and the use to which it will be put in the practice of his art."

The Synthesis

In the introduction, we outlined the major components of the Masters College Program as they have evolved during the course of this study. It breaks with the past most sharply in envisaging the last two undergraduate years and professional education at the master's level as an integrated whole. The Masters College proposal amalgamates the student's liberal education and subject-

matter specialization with professional training for a teaching career.

These goals are encompassed in a four-year span beginning in the third undergraduate year, following the student's completion of a community college associate degree or the lower-division program of a four-year college. Because the Masters College Program has professional aims, the entering student will have had to make a carefully considered, if inevitably tentative, decision to become a community college teacher. By the end of his third Masters College year he will have had enough exposure to the implications of this decision to review it realistically before he begins his teaching internship in the fourth year. Should he decide against completing the professional aspect of the of the program, he can graduate with the baccalaureate instead of the master's degree. While its attainment will have taken him five rather than four years, his paying jobs during regular off-campus periods will have enabled him to acquire marketable skills and experience.

The first three years incorporate the equivalent of six quarters of on-campus study with fifteen to eighteen months of off-campus experience. The fourth year is focused on the intern experience, when all organized learning revolves around the student's professional development.

A growing number of voices are speaking out in favor of sharply cutting the time spent on undergraduate degrees, and a recent Carnegie Commission report recommends shorter master's degree programs. The new president of Harvard, Derek Bok, seems to be moving in this direction, judging by an interview in a recent issue of Life:

> "The idea of a three-year college education is becoming increasingly popular. For one thing, it would cost the student a lot less money. Another reason is that on the whole our students now get a better high school education, so they can start at a higher level. There is also a growing feeling among students that an exclusive diet of classroom work is not the best way of achieving the classic goals of a college education, which include finding oneself and developing attitudes on major personal, moral and social issues. If one could cut down a bit on the length of education and substitute some direct practical experience, you might get a much better educational mix."

The Masters College Program does not reduce the total elapsed time for earning the masters degree. Rather, it cuts the time spent on academic work for a professional degree by as much as a year. Paradoxically (to some), the intellectual content and thrust of the student's experience will, in our judgment, be remarkably heightened.

Would it be possible for a student to enter the Masters College Program after the third or even fourth year of college? It seems to us that the degree of flexibility in this respect will depend on specific judgments about the minimum time required for the late entrant to achieve the program's goals. Given the shortage of well-prepared teachers for the constantly expanding community college enrollment, particularly in occupational fields, it would seem desirable to make later admission possible under some circumstances. We have made room in our thinking for the individual who is experienced in an occupation and has become interested in community college teaching. The regular program would be modified to include at least one year at a Masters College center followed by an intern year. This would normally assume completion of the baccalaureate, but there is no strong reason why exceptions could not be made.

The World as Teacher

The Masters College Program regularly alternates work and study during its first three years. The word "work" serves as shorthand for the whole spectrum of paid and voluntary activities in which the student may become involved during his off-campus periods. A viewpoint and theory about "experiential education" is elaborated in Chapter 6. This term embraces not only the student's direct experiences beyond the campus but also related techniques for creating subjective experience indirectly through simulation and other means.

A variety of experiences which will bring the student into direct contact with the social dimensions of the community college student's life--and at the same time his own--are an integral part of the Masters College design for teaching teachers. Because they stretch across several years of education, the student's jobs and community activities will increase the breadth of his personal acquaintance with the world, deepen his insight into its complexities, and help him to develop the skills needed for practical action on behalf of educational and social change.

From the standpoint of the student's liberal education, work-study in the Masters College is viewed as an on-going dialogue with experience. Professionally, it is the surest and most effective way to develop readiness for the role which the student will play in his final year as a teaching intern.

The Mastery Strategy

Too many community college students are dropping out before making significant educational gains. And to compound this chronic problem, the proportion of students who are poorly prepared for conventional academic work is increasing, radically in some places. Both the public mandate and the predicament of individual students

demand the break up of old stereotypes and practices, the reconstruction of the teaching-learning process for both the younger and older adults who enroll in the wide array of general, academic, and occupational studies in our community colleges.

For this reason, it seems to us inescapable that the Masters College must develop a pedagogy which will put the student as a person at its center and make his success in learning its aim. The behavioral objectives strategy evolving out of the work of Ralph W. Tyler and Benjamin S. Bloom at the University of Chicago provides, we think, a key organizing principle for the kind of eclectic, experimental methodology which should surround the Masters College student in his studies, off-campus experience, and intern practice. The whole object should be to build and fashion a diversity of resources, techniques, and styles suitable for the individual learning needs of both Masters College and community college students.

The emphasis on behavior--that is, human action and how learning changes it--is particularly germane to the education of teachers. They are, after all, seeking to develop skills which will facilitate learning in others. Skill development requires practice, feedback, assessment, change, repeated application. This is a behavioral process, whatever it is tagged because of semantic or philosophic scruples. Since we are aware of the hazards of particularistic psychological theories, we want to make it clear that the appeal of the behavioral objectives method to us is that it places a high value on expressly stated ends which are accessible to the criticism of the learner himself from his perspective within the concrete activities which make up the learning process.

In this approach, the teacher never loses sight of the interdependence between the ends he has specified and the means he adopts to reach them. Since his goal is to help the student change, he tries to state the objectives of the course or activity as clearly and specifically as he can, and deploys learning techniques which are consistent with the objectives. Knowing that a course will inevitably be changed in the very process of communication with students, he never treats it as an ordinance for learning but rather as a disposable invention.

Specialization and Common Ground

The Masters College will make available three distinguishable programs, which we have called streams in this report in order to minimize the sense of separateness between them. They are designed for:

1) Students who wish to concentrate on the development and teaching

of interdisciplinary general studies.

2) Those whose interests lie more specifically in a traditional academic discipline.

3) And those who want to prepare for a career in occupational education, i.e. as teachers in semiprofessional, vocational, and technical fields.

Community college administrators have expressed great interest in hiring faculty who are well prepared to design and teach general studies courses for students in both transfer and career programs. Both the course work and off-campus experience of the Masters College students choosing the general studies emphasis would focus on a body of related intellectual and educational concerns. While each would dig into a particular area of general studies, his program would include some conscious attention to other areas of general education as well. In addition, these students would prepare in one of the established academic fields related to their general studies. The future general studies teacher might, for example, concentrate his major attention on human ecology with auxiliary preparation in biology.

Conversely, community colleges need teachers who can present the more specialized courses in their transfer programs. There will be students entering Masters College centers who prefer to teach these more advanced, or narrowly defined, courses. Such a student might major in political science, for example, and minor in the interdisciplinary cluster referred to in this study as Values and Human Culture.

The general studies teacher should be able to assume responsibility for more specialized courses, otherwise he could not be assigned with enough flexibility to meet the needs of his institution from term to term. On the other hand, teachers who prepare to teach more advanced specialties would not only benefit from the requirement to regularly address the broader questions thrown up by their disciplines, but the nature of community college enrollments will usually require their availability for general courses. The community colleges associated with the Masters College centers will no doubt insist on preparation which permits the flexible assignment of graduates.

Like the Masters College students specializing in traditional academic fields, prospective occupational teachers would turn to the host institution for the course work related to their vocational or technical specialty. In some cases they might have to use outside training facilities. Practical proficiency would be acquired during more than a year of practical on-the-job training made

possible by the cooperative work-study program. They would also be involved in the general education program of the Masters College, which will serve as common ground for students in all three streams. Some occupational graduates may want to take part in teaching courses in the area of community college general studies which is most closely related to their subject, and they should be encouraged in this direction.

Students in all three streams would be exposed to the same orientation to the teaching-learning process and the same methodological influences. Furthermore, their preparation for the counselling role of the teacher would bring them together in their concern for the community college student as an individual.

Exchanging Resources

Finally, the Masters College Program can be viewed as a catalyst for community college development. Every survey shows that community college leaders want help in coping with the needs of their new or expanding campuses, and they prefer to find it nearby if possible. For their part, the Masters College faculty need the assistance of their colleagues in the community colleges. Each Masters College program is a cooperative venture that depends on the support of its parent institution and affiliated community colleges.

As the basic program for full-time Masters College students jells, the faculty and their community college colleagues should be able to find some time to identify problems they might tackle together. The resources for solving problems will be found not only in the Masters College center and its parent institution, but in the affiliated community colleges themselves. The basic resource, of course, is knowledgeable individuals who can address themselves to the persistent and recalcitrant puzzles of higher education.

The emphasis of the Masters College as a resource exchange should be on the improvement of teaching and learning. In time, this would take in many facets of institutional development and renewal. But in the early history of the Masters College Program, the priorities for joint action probably dictate in-service faculty training, the development of new designs and materials for general studies, and research on the teaching and counselling role at the college level.

Chapter 3

A MASTERY STRATEGY FOR TEACHING COLLEGE TEACHERS

Practicing the teaching art should begin with practice of the art of learning. During his student years, the prospective teacher should be immersed in the strategies and techniques which he will later draw upon as a teacher. The proposition that method should be learned in relation to content is basic to this approach. It assumes that the learning process always involves both substantive content and methods for learning it, that methods vary with content, and that methodology cannot be productively examined in a vacuum but must be considered in relation to learning objectives, the material to be mastered, and the climate of the learning situation.

In recent notes on the concept of a university without walls, entitled "Education as a Seamless Whole," Arthur E. Morgan comments:

> "In practice ...the <u>how</u> and the <u>what</u> cannot be separated. In their interrelation each will be found of necessity making practical concessions and adjustments to the other...a focus on the process of <u>how</u> carries unmentioned decisions, sometimes very important decisions, on the <u>what</u> of education.
>
> "It is not only in the <u>how</u> of education that there is need to break through the stranglehold of tradition and usage. The <u>what</u> is also greatly in need of critical inquiry and concern."

Chapter 1 called for a developmental approach to the "what" and "how" of teaching and learning in the community college. The goal of developmental teaching is, to use Benjamin S. Bloom's term, "learning for mastery." This concept rejects the conventional wisdom about curriculum, the learning process, student aptitude, time allocation, testing, and the teacher's role and accountability.

The work of Bloom and his colleagues at the University of Chicago has been largely focused on pre-college education. Nevertheless, their emphasis on assisting the overwhelming majority of students to achieve success in learning provides the touchstone for the preparation of community college teachers. Bloom's thesis is that students learn best when teachers clearly specify

objectives and an operational strategy to reach them. It incorporates an approach which maximizes feedback and verification of results. His concepts are generally shared by those seeking to develop an empirically based science of pedagogy. The thesis is permeated by a philosophy which encourages its adaptation to a variety of situations and requirements. By directing the prospective teacher's attention to <u>how learning occurs</u>, it poses the right question.

In applying Bloom's theory to community college teaching, the following broadly phrased assumptions can be extrapolated from his findings:

1) "The problem of developing a strategy for mastery learning is one of determining how individual experiences in learners can be related to the learning and teaching process."

2) Given sufficient time and appropriate help, most students can achieve good to excellent results.

3) This degree of success requires major changes in institutional attitudes and practices.

4) The mastery of a subject or a task requires clear specification of the objectives and content of instruction.

5) The amount of instruction, instructional style, and available time must be adapted to the characteristics of the individual student. Implicit in this assumption is John Carroll's view that "given enough time, all students can conceivably attain... learning mastery."

6) When a student sees evidence of his mastery, it leads to significant changes in his picture of himself and the world.

Bloom cites evidence that some students learn well independently, while others need highly organized teaching-learning situations; some capture an idea through abstract explanation, others need more concrete illustration; some more approval and reinforcement, others more repetition. This aspect of Bloom's strategy enjoys particularly wide support. W. J. McKeachie, for example, suggests that differences in student response to teaching style make two-way interaction between teachers and students essential so that teachers can modify their approach as they observe its effects. Other commentators have pointed out that not only can the quality of instruction be varied to suit particular students, but that different students can be matched with different kinds of teachers.

Defined Outcomes, Participation, and Autonomy

The Masters College Program should adopt a frankly eclectic approach to methodology, one which does not assume that the insights and methods of different learning theories are mutually exclusive.[1] Because different students are responsive to different styles and techniques of learning, the centers should concentrate on the development of complementary techniques, styles, and resources. Arthur M. Cohen, who has pioneered in the use of a behavioral objectives approach to the preparation of community college teachers at UCLA, has said that "Defining outcomes involves separating ends from means so that each may be considered for its own value." But in analytically separating means and ends for planning purposes, they must also be seen in their relationship, their interdependence. The means carry an implicit message which should be consistent with the chosen ends. Autonomy and self-direction, for example, are not likely to become characteristic of students who rely on teachers to spell out most of their goals and activities. Not unless they rebel.

Like Bloom, the Committee on Undergraduate Teaching, chaired by C. Easton Rothwell and supported by the Hazen Foundation, asserts that learning is an interactive process between student and teacher. Not only is knowledge acquired in the process, the Committee concludes, but also such intellectual skills as "the generation of hypotheses and their exploration, the extension of perspectives, the deepening of perceptions, the heightening of sensitivities, the release of creative impulses, and the rendering of judgments. It means the development of complicated intellectual and creative capacities, hopefully motivated by some zest and enthusiasm. It means the emergence in each student of an individual style of learning which the discerning teacher can help to cultivate."

Without deprecating such a formulation of educational goals, it is pertinent to ask how they are to be translated by both teachers and students into explicit, achievable objectives. That is the key question in educational design. In their provocative analysis of comparative research on college teaching methods, The Teaching-Learning Paradox, Dubin and Taveggia have shown that "no particular method of teaching is measurably to be preferred over others when evaluated by student examination performances." This finding confirms the convictions of neither the traditionalist

[1] A comment by Bloom in his work on the taxonomy of cognitive objectives may be read as support for a critical eclecticism: "each theory of learning accounts for some phenomena very well but is less adequate in accounting for others."

nor the innovator. It liberates them from their preconceptions, enabling them to attack the problems of teaching and learning imaginatively and pragmatically.[2]

The concept of learning for mastery provides a framework for an honestly experimental approach to determining which instructional strategies work best for different purposes. It introduces more order and precision into teaching without sacrificing flexibility, diversity, or individuality.

The question of what "good teaching" is almost always begins with the premise that the teaching act is crucial and that the issue is how to develop the "best" or most effective instructor. How the faculty performs in the presence of learners is often considered to be of greater importance than how learners perform as a result of teaching.

The proposed strategy for learning mastery questions the usefulness of this approach for solving today's educational problems. The more important question has become, "What can the learner do as a result of instruction that he couldn't do before? This alternative approach to the teaching-learning process rests on several assumptions outlined by Edward Cohen in his report:

1) Teachers are change agents. That is, unless teachers facilitate specified behavioral changes in their learners, they have not "taught" and no new learning has taken place. Behavior itself is defined broadly, in Ralph Tyler's terms, to include "thinking, feeling and acting," while educational objectives refer to the intended outcomes of a particular learning activity.

2) Teachers must specify clearly for themselves, their students, and their colleagues the learning objectives and behavioral changes they seek, and must do this as the first step in planning an instructional sequence. They must then order these objectives and implement them on the basis of selectively designed methods and materials. Afterwards they must check the extent to which the desired changes have actually occurred in students, measuring them in terms of mutually understood minimal performance criteria. A. Cohen has defined

[2]While a variety of methods may produce similar measurable results, several questions still remain for systematic investigation: (1) which methods require the least expenditure of time and resources; (2) which methods tend to give the student the greatest sense of involvement and satisfaction; and (3) which methods lead to the development of desirable values and attitudes, i.e. gains which cannot be evaluated by performance on an examination.

the criteria which must be met by a behavioral objective: "it must specify a student action or product of such action, it must state the conditions under which the performance will occur, and it must establish a minimum performance criterion, a standard." Evaluation procedures help both student and teacher to know when instruction has been effective.

3) On the basis of the evaluation process, teachers must be prepared to modify their objectives and teaching techniques in order to improve future instruction.

This process is an aspect of a "systems approach" to education. Once objectives are stipulated, the teacher turns to designing activities calculated to accomplish them. Student progress is monitored throughout the teaching-learning process. A feedback loop is built in which permits the teacher to verify whether the prescribed activities actually accomplish their objectives. Students can logically be permitted to skip learning they already possess by using diagnostic procedures to find out if they have reached predetermined standards of achievement. Students who initially surpass these levels on the basis of previous experience and performance on achievement examinations, should be given credit and/or placed in a more advanced course. It is by no means assumed that the criteria for evaluating learning objectives will always be quantifiable, even though they should satisfy reasonably objective standards.

Using a defined-outcomes approach to building academic programs can hardly be expected to assure the achievement of all desirable learning objectives. Little evidence exists to support such a claim. But even the minimal advantages it offers, and the centrality of this kind of instructional method to the mastery strategy proposed, support its inclusion in the Masters College Program.

It is as well designed as any other instructional method to go beyond factual content, to stimulate creativity, discovery, problem-solving, student self-actualization, and other cognitive and affective objectives. Indeed, it can posit such objectives with greater honesty. This method uniquely demands of its users that they explicitly define and state all objectives, and devise methods to find out whether they have been reached by the student. Not the least of its advantages is that despite its high concern for the product of teaching-learning activity, it can be a corrective mechanism for improving the process as well.

In his report, Edward Cohen described a number of advantages offered by the mastery strategy:

1) The teacher becomes an inquirer into the teaching-learning act. He becomes an experimenter, a "hypothesizer of change." Having designed learning activities in ways he supposes will produce change, he can stop and check the learner to see if the change took place as planned. If not, he can modify his teaching design until results fulfill objectives, or he can recast the objectives. The student can play an active part in the evaluation of both his own learning and the aims and techniques of the activity.

2) This procedure encourages exploratory use of a greater range of alternative objectives, methods, and materials. Instead of becoming wed to one favorite method or medium because it is considered to be the most effective or acceptable, the teacher chooses from the variety of resources available to him. Teachers can discover whether favored activities advance learning, or are merely time-fillers; whether they get the material across, or are merely perfunctory exercises. This is not to assert that faculty, as a necessary consequence of adopting this method, will automatically become more creative. It is not improbable, however, that by persistently asking faculty to plan what and how they teach in relation to outcomes, "Hawthorne" effects can be generated. The approach itself generates excitement about the subject and the process through which it is transmitted. Teaching effectiveness is enhanced when the teacher is stimulated and can transmit a sense of his own involvement. That certain outstanding "cutting-edge" scholars are so often cited by students as their best teachers would seem to be due to the teacher's own passion for the subject. But most teachers are not descendants of Socrates. What kind of activity do they then engage in that can involve them, class after class, year after year, in a similar deep engagement with their students?

3) There is an increased possibility for self-evaluation and critical self-direction on the part of the teacher. Within the general curricular framework set by the college, it is the teacher who selects objectives at the instructional level and specifies the outcomes he seeks. Furthermore, he can determine the extent to which his students have reached them. Without the aid of outside judges or evaluators, he can begin to improve his own teaching systematically by collecting evidence of change and examining it himself. In this way, he can become more self-reliant and autonomous.

4) When instruction is unsuccessful, the instructional program itself--i.e. the process, methods, and materials employed--can be charged with a large share of the responsibility for failure. Faculty and administrators will, of course, be

responsible for improving the instructional program from one semester to another, and accountability for continued failure can be laid on those who are unable, or unwilling, to change in the light of what they have learned about shortcomings. When a student does not change, he may no longer be comfortably classified as slow or lazy. The learning objectives may have been unrealistic, the methods may have been inadequate, the student may have been locked out culturally or psychologically. The approach draws attention to all of the contributing elements in the teaching-learning process, and discourages the facile assignment of blame.

5) The approach is more humane because it forces educators to focus continuously upon students, rather than exclusively upon the teacher's technique. Student response is still the most significant aspect of the educational endeavor. What a student does to show what he is thinking or feeling becomes of paramount importance to the teacher. This means that behavior expressing student apathy, boredom, resistance, or unrest could be defined as a significant though unintended instructional outcome. His performance or behavior prior to, during, and after instruction becomes the focus of attention. Observations of specified aspects of his behavior produce the evidence for future instructional decisions. Learning objectives at all levels are explicit. Methods are subject to criticism, and the student is a participant in any change that is made in them. Although interaction between student and teacher takes place within a structure made up of objectives and tasks, there need be no barrier to open, person-to-person dialogue.

6) The teacher can improve his selection of objectives and thereby improve the quality of skills being mastered by the students. All too frequently, conventional test scores are insufficient or misleading as measures of learning. The defined-outcomes method tests for student mastery of explicit, limited objectives. It is not a high test score that counts, but the student's command of each of the abilities the test was designed to demonstrate. He may have learned to memorize well but missed items which involved higher-level or complex cognitive tasks (see Bloom's Taxonomy of Educational Objectives: Cognitive Domain). In other words, behaviorally-oriented procedures permit specifications of multiple objectives, and programming for each, using a variety of techniques and devices for evaluating progress.

Rita and Stuart Johnson of the Junior and Community College Division of the Regional Education Laboratory of the Carolinas and Virginia, have developed an explicit and realistic five-part

"Instructional Reorganization Series," which should be considered for incorporation in the programs of the proposal centers. This "Series" is itself a modestly conceived, systematic process to assist teachers to understand the principles outlined above, and to help them in preparing learning objectives. Some faculty can be expected to react negatively to such a learning program, feeling they do not need this assistance and dismissing it as superfluous. However, the fact is that teachers often behave unsystematically, without any compensating inspiration. The simple guidelines described by the Johnsons provide a framework for organizing any learning activity, no matter how unconventional its objectives, resources, and procedures.

In looking ahead to the community college roles of their graduates, the proposed Masters College centers should employ faculty who are willing and able to spell out their own learning objectives, revising and refining them in consultation with their students and colleagues. The intersubjective critique is the first approximation of scientific method and objectivity in the educational process.

Self-Assessment and Evaluation

It is standard practice in both undergraduate and graduate education to use evaluation instruments which separate the teaching-learning process and the evaluation process. Grading practices convince both students and teachers that only a minority can achieve full mastery. The normal curve is nothing more than a refined pecking order.

The first step in breaking with established evaluation procedures lies in treating the "feedback" testing which is part of the teaching-learning process separately from achievement testing, and assigning to the former the function of guided student self-assessment. Michael Scriven uses the term "formative evaluation" to describe testing which seeks to identify the individual student's difficulties and needs. Formative testing becomes an intrinsic part of the teaching-learning process, providing diagnostic information to the teacher and helping the student to organize and pace his work. Students respond best to the diagnostic results when they are accompanied by specific recommendations which will help them overcome their problems.

At the same time, achievement tests based on specific learning objectives can be used to measure the results of teaching and learning whenever the quality of student achievement must be recorded and communicated. (The uses of grading are endlessly debated and the tide may be running against giving grades which do not form part of the student's credentials for occupational purposes.)

Achievement tests do not need to be competitive, judging the student in terms of his relative position in a group of learners, and thus encouraging his preoccupation with evidence of how he stands in comparison with other group members. While competition may be a spur to some students, Bloom believes "that much of learning and development may be destroyed by primary emphasis on competition." Instead, he advocates setting standards for mastery with respect to predetermined performance levels rather than comparative standards. Students are judged by how well they achieve the desired levels of performance, regardless of how well others in the class do. He does not recommend national achievement standards, but rather realistic performance standards for each school or group.

This is not to say that no certification or screening function is performed by testing. But these functions should be served only by achievement tests, not by formative tests. For both the Masters College and the community college student, formative testing should be reserved for self-assessment, as a tool for learning.

It is obvious that learning for mastery is loaded with implications for abandoning or rearranging the usual academic paraphernalia: the calendar, course credits, class scheduling and attendance, student-teacher ratios. Institutionalized forms and procedures are inescapable, but they should be built on a rational educational strategy that breaks present lock-step practices.

Technique and Technology

For Masters College students, educational methodology will be an aspect of their total experience, both in their studies and in their year as teaching interns. It would be unrealistic, however, to suppose that no formal course work will be needed by Masters College students to help them find their way through the pedagogical labyrinth. For instance, proficiency in preparing cogent learning objectives and related instructional programs requires guidance and evaluated practice. But in our concern for preparing teaching faculty, we must avoid returning full cycle to the "teacher college" type of enervating makework exercises.

One way of achieving this is to assign the responsibility for improving teacher competency to a divisional team of specialists in the different pertinent fields (social and philosophical foundations of education, educational psychology, instructional methodology, etc.). The team would be jointly responsible for the design and presentation of this portion of the centers' curriculum. Such an interdisciplinary organization of the material would parallel the similar approach discussed for presentation of subject-matter courses. It will require recruitment of a small group of

intellectually compatible people who can work together, and should result in well planned professional workshops attended by Masters College students regardless of their academic specialization.

The case-study, problem-solving approach used so effectively at the Harvard School of Business should constitute the major modus operandi for these professional workshops. The students should participate regularly in such workshops during their professional internship, as a way of stimulating feedback from their on-the-job experience to case study workshops. An introductory series of such workshops should be required of the centers' students during the third year of the program as well, both to prepare them for interning and to reinforce their commitment to the profession of community college teaching.

Some guidelines for the case study workshops' focus can be derived from John Cashin's study of the opinions of present community college staff regarding useful emphases in teaching preparation. His survey indicated relative lack of interest in formal examinations of the functional and organizational characteristics of community colleges (e.g. their laws, regulations, administrative patterns, history). It was generally felt that not only would much of this be more properly learned on the job, but that specific organizational characteristics vary widely from place to place. The preference of those surveyed was for a general examination of the functional characteristics of community colleges, with the greatest emphasis placed on their role as human institutions responsible for student learning.

No other formal courses need to be scheduled, although case study topics should be related to preparatory reading from a representative syllabus of materials. In addition to the case studies, eminent authorities and outstanding teachers should be brought in occasionally as special resource consultants to students, in order to focus attention on salient theories, approaches, and practical experiences.

One additional activity is suggested which, because of its relative expense, might be dependent initially on special financial support. Groups of Masters College students would volunteer during normal vacation periods to visit selected academic institutions which use particularly effective combinations of teaching-learning strategies, techniques, and technology. Such field trips should be programmed to tie into specific learning objectives, and would incorporate case study seminars with the staffs of these institutions. Each participant could be required to undertake a reasonably substantial report on some aspect of the processes examined. Depending on experience with these tours, consideration could be given to funding them as a regular aspect of the centers' programs.

This combination of case study workshops, independent readings, visiting consultants, and observational field trips, would avoid a textbook, step-by-step explication of the theories of college teaching. Instead, it would be dynamic, problem-oriented, and open-ended, relying heavily on the independent initiative of the students. The superiority of this approach to that followed in most existing teacher training programs cannot be empirically proven. Nevertheless, the latter are under constant criticism, while variations of the approach recommended have been highly praised when they have been tried in colleges of education and other settings. Typical comments about the approach are that it stimulates student thinking, its graduates are creative, and they tend to advance faster and farther in their profession than those prepared in other ways.

The triviality of typical teacher preparation programs cannot be condemned unless they are replaced with a substantial alternative that markedly enhances teacher competence, and demonstrates results over the years. Inventive learning techniques can heighten the realism--the "for real" quality--of the learning situation, the emotional involvement of the student, exercise his problem-solving capacities, and help him to develop the skills he will need in order to act as well as to understand. But to bring into play a sophisticated array of new or little-used techniques requires a commitment on the part of both individual faculty members and their institutions to the investment that must be made in planning and preparation.

The rhetoric of education is like spilled quicksilver: commitments are scattered in all directions and keep running away from those who scramble after them. Much is promised about new techniques and technology; little is collected. It is more honest, and less costly to faculty and student morale, to avoid claims and promises based on wishful thinking rather than trial. The Masters College faculty should take an experimental stance on questions of technique and technology, at once vigorously positive about the worth of new ideas but candid about their practical experience in translating theories into organized programs. Faculty and students will be enmeshed with one another daily in situations which can be used as their laboratory for standing the claims of software and hardware prophets and purveyors up against the scrutiny of their own experience.

The set of the proposed Masters College, which gives joint responsibility for learning to faculty and students, immediately suggests that innovations in instructional technology are to be regarded only as tools for the achievement of learning. (Joining Roueche and Herrscher, we use the term instructional technology generically and with emphasis on processes rather than the restricted connotation of hardware.) Too much current characterization of

approaches and programs as innovative is mere indulgence in the fashionably novel. Garrison has rightly noted that "there are durable and vexing problems in instruction that do not yield to novel solution." The easy replicability of instructional media has fostered extensive research and experimentation with certain techniques and equipment. While these inquiries provide support for the treatment of teaching and learning as a valid field of study, they suffer by their abstraction from the human interaction of students and faculty, and their lack of integration with the total learning environment and process.

Some abstraction, of course, is essential to any research inquiry aiming at the development of theory as well as practical solutions. But people and their needs tend to get erased in much of this research. The results when this occurs are ultimately counterproductive for the teaching-learning process. For this reason, and in contrast to the salvation which some proponents claim for modern media, machines, and techniques, this study views their use pragmatically. They should be judged strictly in terms of their contribution to more effective, individualized student learning. A certain measure of technological innovation is indispensable to the success of the learning strategies proposed. The challenge lies in keeping its contribution in perspective, overcoming Luddite resistance to "gadgetry," and assisting institutions and faculties to keep up with promising developments.

The Hale Report on University Teaching Methods noted that an "overindulgence in lectures should be classed as a drug addiction on the part of both giver and receiver," while Allan Cartter in his contribution to the American Council on Education study on Improving College Teaching stated that "using talented manpower as 'talking books' is a shameful waste in most of our colleges and universities today, and tends to keep the student a permanent adolescent. The student's umbilical cord must be severed at graduation in any event, and we should take the responsibility of playing midwife at an earlier age." Garrison notes the "sharp desire" expressed by community college faculty to take a new, perhaps unorthodox, look at materials and teaching methods. He quotes the representative view of one, whose remarks point to an important function of the proposed centers: "A lot of us would like to try some innovations. But we are not sure how to go about it. We usually don't know where to turn for help."

The proposed Masters College centers must be prepared to assist present and future teachers to make full use of technological innovations. Considering the rapidity with which changes are being suggested in educational technology, an important asset for

any teacher will be the possession of some systematic means of evaluating them. The centers should be predicated, moreover, on the assumption that their graduates will work in community colleges which either already possess or will soon incorporate, modern teaching aids, new or improved curriculum materials, and fresh approaches to classroom organization. Lamar Johnson's recent quick tour of the "islands of innovation" in the community college movement suggests both the necessity and the promise.

Perhaps the strongest argument for the use of technological innovation is that it makes possible individualized instruction that is otherwise impractical in a mass education setting. Students with access to technological devices for programmed learning can diagnose and overcome their own deficiencies. If their use is properly organized, dehumanization of the teaching-learning process need not result. Today whole curricula are being designed in which faculty contact and technological devices are carefully combined to take maximum account of individual student needs, interests, and rates of learning. Moreover, libraries are exploding under the impact of technological inventiveness. Once the teacher merely orchestrated books, manuals, films, and tapes. Today, the learning resource center, with its data retrieval banks, multi-media aids, and multi-purpose space, is becoming available to challenge his ingenuity and offer him significant assistance.

Mounting evidence that academically marginal students, in particular, learn best when a variety of sensory means are used, should encourage the well-conceived use of such handy devices as microfilm techniques, recorders and cassettes, magnetized tape, slides and transparencies, especially as this equipment becomes increasingly compact, portable, adaptable, and less expensive to buy and maintain. Most encouraging with respect to these devices is that it is now possible to eliminate the one-way communication characteristics of older audio-visual methods, and build feedback mechanisms into technological aids in very sophisticated ways.

More important than the devices are the new or refurbished instructional methodologies. Imaginative use of a "mix" of seminars, workshops, academic gaming, role playing, process groups, tutorials, and independent study can contribute to the search for learning modes adapted to student differences. Independent study of programmed materials, including electronically assisted tutorial programs of individually prescribed instruction, seems particularly relevant to the problems stemming from massive and diversified enrollments in the community college. Moreover, both textbook and multi-media approaches seem feasible for programmed instruction. An example of the latter is Anna Lottman's well-controlled experiment in teaching Spanish at Meramec Valley Community College, while

the Thames and Gripp English composition text is a carefully drawn programmed approach in use at Golden West College. Less complex programmed instruction appears to be more practical at this time than computer-assisted instruction, because of its relatively high costs and the low state of the art. However, the centers' students should be familiarized with its principles and operating techniques. They should also be acquainted with the concepts of systems approaches to instruction and educational administration. The learning for mastery strategy is itself an attempt to approximate some of these concepts.

In sum, the use of any and all innovations should be justified by their demonstrable potential for reaching learning objectives. While traditional classroom patterns, particularly those based exclusively on high verbal and reading abilities, must be critically examined and questioned by the centers' students, the automatic assumption that all of them are undesirable or even of less worth than more recent experimentation should be avoided. What is important is that these various approaches, old and new, be carefully appraised with respect to their subliminal values, contribution to learning, and cost. Future teachers should become familiar with the range, characteristics, and qualities of the resources for educational change so that they can make informed decisions about their worth and uses.

Teaching as Counselling

In the course of this study, we have been asked about the role of the Masters College Program in preparing counsellors for community colleges. Our response has been that, as we see it, the Masters College centers should concentrate on the preparation of teachers and leave the training of professional counsellors to others. In our view, every community college teacher should be sensitive to the personality needs of students. This interpersonal skill strengthens and extends his impact as a teacher. In addition, it enables him to function in an advising relationship with individual students. The Masters College Program aims to prepare its students as teacher-counsellors who understand how to work with the professional counselling services of the community college.

Eric Erickson and others have noted that the usual years of college attendance are preoccupied with the search for identity and intimacy. Faculty are called upon to respond intelligently and sympathetically to demands that their role encompass a variety of qualities, including that of parent-surrogate, counsellor, and friend. This means that the teacher must not only know his subject-matter field well, but also something about the dynamics of personal growth. It means that colleges must provide counselling

services which facilitate student self-understanding as an inherent part of the educational process.

The problem in responding begins with the realization that teachers may lack the time, insight, and self-knowledge to make their activity in this field supportive and educative. Our purpose here is to suggest fresh approaches which the proposed Masters College centers and their cooperating community colleges might adopt. Future faculty must be assisted toward awareness of the tensions inherent in their work; given opportunity to exchange ideas on these matters with their peers and teachers; exposed to alternative methods of handling typical problems; shown possible approaches permitting multi-level interaction among the groups within the college community; and made aware of the people who can be turned to for assistance. Each Masters College Program should design learning opportunities for all of this, developing within the framework of its experience-based learning activities the new resources that will be needed.

It seems necessary first to put to rest a widely shared concern about the consequences of the dominant commuter status of community college students and faculty. It has been suggested by some that the normal frustration of efforts in the area of interpersonal relations is compounded by both this commuter status and the fact that more than sixty percent of community college students work while enrolled.[3] Garrison's study, for instance, indicated that many faculty hold this opinion.

We are indebted to Joseph Cosand, president of the St. Louis Junior College District, for first raising serious doubt about the presumptive consequences of these student characteristics. Convincing evidence that students are not significantly affected by their commuter or work status is contained in American College Testing Program Research Report No. 28. Their extensive questionnaire and analysis demonstrates that the community colleges can indeed make learning in interpersonal relations a meaningful aspect of the programming. The report's conclusion indicated that in the broad sample of community colleges surveyed, commuting and working were generally unrelated to student satisfaction, sense of progress, and nonacademic as well as academic achievement. Participation in co-curricular activities was only slightly reduced compared with other students, with the report noting that perhaps commuting and working students "make adaptations which allow them to partipate in the life of their college...do the things they want to do by simply finding time to do them."

---

[3]1967 data from the Biographical Inventory of the College Entrance Examination Board's Comparative Guidance and Placement Program cited by Cross.

The three areas of activity in which approaches are recommended to heighten student learning in the field of interpersonal and group relations follow. They should be incorporated in the programs of the Masters College centers as means of consciously introducing prospective teachers to their use and benefits.

Organization of Student Personnel Services

Student self-awareness results from a composite of curricular and extracurricular, formal and informal, contact with teachers and peer-group experiences. In recognition of this, colleges usually have evolved separate and distinct student personnel departments to attend to nonacademic aspects of their programs. But the mastery strategy is based on the mutuality of intellectual and emotional learning, and leads us to the conclusion that many of the counselling and guidance functions generally assigned to such departments cannot be properly accomplished through agencies wholly separate from the teaching faculty. Nor should all such services be viewed as requiring discrete professional ability. The teaching faculty's responsibilities for providing counselling certainly include but should not be confined to advice on subject-matter programming and involvement in co-curricular activities. The personal concern of their teachers, the staff members most closely in contact with them, can be of indispensable consequence for the emotional as well as intellectual development of individual students.

Faculty contracts and college staffing policy should ensure that teachers are available at appropriate times for individual student counselling. During the professional internships of the centers' students, discussed in Chapter 7, they should not only be required to counsel their own students but become closely informed about the whole gamut of student personnel services provided at the colleges to which they are assigned as interns.

The imaginative use of time and the variation of class size--including presentations to large groups, seminars, autonomous work groups, and the use of individualized self-study--now makes it possible to increase the faculty time available for such counselling purposes. In addition, because the community colleges do not require research activity on the part of their faculties, there is every reason to expect them to devote additional time to the individual educational needs of their students.

An administrative design which reduces the schism that frequently develops between teachers and professional counsellors is recommended for the centers. It should serve Masters College students as a model of the counselling role of the community college teacher. The following plan has been adopted by several

institutions across the nation including Essex County College in Newark, New Jersey, from whose master plan the details have been taken.

This approach assigns to the teaching faculty a heavy measure of counselling, both academic and personal, at the so-called "first level." It assists teachers to understand the limits of their counselling and methods for the referral of students to higher levels of counselling. In the emotional realm, teaching faculty responsibility includes awareness of and attention to such matters as the student's self-confidence; mental sets toward course material and educational programs in general; and the influence on their college work of personal health, family worries, or job preoccupations. This first level of counselling should not go beyond the point where the student's needs or problems call for a professional counselling relationship.

Professional concerns include such specialized counselling responsibilities as advisement on student choice of vocational and academic fields; job placement; extensive emotional, financial, and health problems; and interpretation of achievement, aptitude, interest, personality and psychological tests, including referrals when necessary for still further assistance arising out of these interpretations. A staff of professionally trained advisors is made available at a second level of personnel services. However, in order to improve teacher-counsellor interaction, "second level" advisors are assigned directly to academic divisions.

Decentralizing these advisors instead of assigning them to a central pool makes possible greater mutual knowledge and respect for their own and the teaching faculty's functions. Students can readily consult such advisors without the stigma often associated with formal visits to centralized counselling services. The divisionally assigned advisors gain a more realistic concept of counselling needs by being more directly on the "firing line," as opposed to the atmosphere of a clinically oriented central counselling approach. Because teaching faculty carry a large share of the counselling responsibility, the ratio of professional advisors to students in the academic divisions can be much lower than is otherwise considered desirable.

The third or central services level of the student personnel office acts as a coordinating body for testing, placement, financial aid, health services, student activities, specialized or referral services, and the registration process. The small central staff has direct lines of communication with the teaching divisions through the advisors assigned to them and can call them in for periodic staff meetings and in-service training sessions.

While this model is not totally applicable to the Masters College, its intentions can be realized by assigning both a programming and a personal counselling role to the Masters College teaching faculty, and by allocating professional counsellors to the Masters College center from the student personnel office of the host university or four-year college. Its most important aspect is the professional acceptance by the Masters College faculty of their counselling responsibility.

Process Groups and Personal Development

Simply assigning faculty increased responsibility for student counselling, and calling for institutional attention to the importance of healthy group and interpersonal relations within the college community, is insufficient. Imposed relationships do not in themselves create a climate of mutual trust and respect between faculty and students. Imaginative action must be taken to heighten faculty self-awareness and understanding of their impact in personal and group contacts, and to assist them to change in the light of what they learn about themselves.

The use of audio-video tapes of classroom teaching activity for self and peer group analysis illustrates how all faculty share many similar problems, including those stemming from the individual personalities of teachers. Another technique which has received considerable attention lately is the use of group process methods such as encounter sessions and sensitivity training. To be sure, many criticisms have been leveled at these procedures. It has been claimed that they encourage personal confession without structure or clarity and a quasi-tribal groping for togetherness and salvation. They are said to foster an atmosphere of therapeutic charlatanism ("at most a few gagged encounters, some tears, and then the prospect of loving reconcilliation"). They are said to substitute open confession and public display for privacy, contemplation, and solitude. Above all, they have been charged with being a faddist by-product of an increasingly impersonal society that is unsure of itself and its direction, and an inappropriate defense against loneliness and frustration.

These are harsh and sometimes accurate judgments. Nevertheless, conversation with informed practitioners and personal experience indicate that such characterizations are not intrinsic to group process goals or methods. It has been noted, moreover, that process groups are objected to by many people precisely because they are emotional, not intellectual, experiences which frankly attempt to change attitudes by other than didactic means. Outsiders take advantage of the ambiguous feelings which group process sessions bring out in their participants without recognizing that human emotion is by its nature ambiguous. Ambiguity becomes an object for ridicule,

when sympathy is an equally possible reaction. Such ridicule betrays a lack of tolerance for ambiguity, although the presence of this tolerance could be valued as one of the highest attributes to be sought in college faculty.

With trained leadership, process groups offer something of value to the centers' program for preparing community college faculty for their responsibilities in group and interpersonal relations. There is a wide spectrum of group patterns and procedures for different purposes. A distinction must be made between those with some therapeutic intent, those which focus on the process of interaction within the group, and "development" groups which concentrate on solving problems external to the group but also assess the problem-solving experience within the group.

Carl Rogers asserts that process groups permit people "to grow, to risk, to change" and bring them "into real relationships with other persons." They are said to facilitate understanding of group characteristics, development, decision-making and other factors in organizational relationships. Participants have noted personal changes as a result of the self-awareness they have gained. As a consequence of insights into their own role and impact on group members, participants typically discover that the effect they have on others does not correspond with their intentions. This outcome can be particularly important if it helps teachers learn why they often fail to communicate with students.[4]

Another possible consequence is the stimulation of new approaches to teaching and student-teacher relationships. By engaging teachers or prospective teachers in communication techniques other than those normally encountered (lecturer behind the desk, students out front), group process experience may break down resistance to alternative ways of presenting material and conducting discussions. Most persons who have participated in such activities indicate they have found them beneficial, particularly where glaring social and cultural differences between students and teachers have constituted an obstacle to learning.

Training groups have been used by some community colleges. William Stanley, dean of instruction at El Centro College in Dallas, Texas, believes group procedures are a good means of fostering a "provocative tension that encourages emotional involvement, excitement for ideas and agitation for action." He also found that they build "a climate which includes acceptance of different ideas, and not necessarily strict agreement." In reporting his experience

[4] In his recent book, Encounter Groups, Rogers summarizes research findings on process groups. New York: Harper, 1970.

with the techniques, Stanley noted that faculty came to care for one another: "nodding acquaintances became closer; antagonistic relationships were often resolved." Process groups also helped faculty break down their stereotypes of students and made them more accepting of different personality types, dress and hair styles, tastes and interests. He found that they helped faculty deal with others "without resorting to kid gloves." In short, they facilitated the emergence of more open and honest relations within the faculty, and between faculty and students.

As with every other technique proposed in this study, the ultimate test of process groups must be their contribution to the education of students. No proven objective method appears to exist as yet for evaluating such procedures and their success, particularly over the long run. Finding such evaluative measures must therefore accompany their experimental use. Nevertheless, from a diversity of recent commentaries on group techniques, it is not difficult to establish guidelines for their use in the Masters College Program:

--Only persons who are professionally trained in leading such groups should be employed for that purpose; these leaders should have a thorough understanding of group and individual behavior, and skill and experience in guiding group interaction; they should be able to recognize their own feelings, be capable of dealing with others openly, and competent to recognize symptoms of severe psychological stress.

--Personal attitudes of participants should be examined only as they pertain to their behavior in the group; serious individual personal stress should be avoided; merely "shaking up" individual self-concepts is not justifiable activity, and the procedures should instead seek more integrated personality development. All of this depends very much on the competence of the leader.

--Only those approaches which seek to foster communication and leadership skills, and better group relations within a setting for social learning, should be employed.

--Clinically-based group processes should not be employed, as these are more properly the province of psychotherapeutic techniques; persons with severe emotional problems, or seeking relief from mental illness, should not be included; the processess used should not stress the unlearning of old and deeply ingrained patterns of behavior, nor probe individual psychological case histories.

To conclude, it should be borne in mind that process groups are

only one of several means available to improve group and interpersonal relations. Not every participant can be expected to benefit from them--even if they are relatively open to learning, free from severe emotional problems, and have some knowledge of group methods. At best, process groups offer circumscribed results: increased self-awareness may not show up as radical changes in individual style, outlook, or behavior. They are valid in the context of this study, however, if they can assist future faculty to examine and change attitudes and habits which will help or hinder their teaching and counselling role.

Groups as Learning Teams

The way in which instructional activity is organized can have positive or negative emotional consequences. As an example, and despite its still being in an experimental phase, there seems much promise in the use of the "cluster" concept of small-group class organization. In the "eight-pack" learning team approach which Essex County College proposes to employ, the aim is to form cohesive groups whose members will study and attend most of their introductory general studies courses together. This approach not only attempts to develop peer study relationships to a high degree but, by minimizing feelings of alienation, to encourage students to stay on campus and more fully benefit from the activities available. Finally, the "eight-pack" functions as a supportive group in which counselling can take place.

It can also have positive ramifications for other aspects of the academic program. At Essex County College, the projected large-group lecture halls have been designed to permit the "eight-packs" to sit together and function as units for discussion purposes. Each "eight-pack" will be provided space and encouraged to meet in unscheduled hours for study, discussion, and counselling purposes. Each "eight-pack" is to be assigned a faculty "don" who will be expected to meet with it regularly.

Such learning groups can foster non-competitive joint study and provide opportunity for student intimacy. With the occasional participation of faculty to help assess the group's experience, they can give students insight into the dynamics of group behavior and their own conduct in group situations. Finally, members of the second-level student personnel advisory staff can meet with these teams from time to time, as an efficient way of dealing with the group's questions, needs, and problems.

We recommend the incorporation of learning groups of this kind in the programs of the proposed Masters College centers. In reflecting on the size, number, and organization of groups, we suggest pragmatic judgments based on their function in a concrete learning scheme designed to reach specific goals--criteria consistent with the mastery strategy for all teaching and learning activities in the Masters College Program.

Chapter 4

GENERAL STUDIES: COMMON GROUND FOR AN UNCERTAIN FUTURE

(WITH A NOTE ON ACADEMIC SPECIALIZATION)

It has been frequently observed that the pendulum of educational fashion swings between free electives and required general studies, and most college programs reflect a compromise of some kind between the libertarians and the current brahmins. The community colleges are no exception. Most of them prescribe varying amounts of general studies for all students regardless of their field of interest. But in reading community college catalogues, the mutual concessions made by faculty interest groups to one another are plainly visible. The result often looks like a kind of low-option cultural insurance prudently taken out as protection against excommunication by the educational upper crust. It lacks its own sense of purpose, force, and internal coherence. It is reminiscent of William James' "unspeakable Chautauqua."

This is enough to persuade some that the effort to achieve breadth in student learning by requiring breadth is futile, even self-defeating. Others argue that a college has the responsibility to introduce students to the diversity and complexity of reality. Looking back after his ninetieth birthday at fifty years of designing and observing college programs, Arthur E. Morgan wrote:

> "We live in a world in which we will be in the presence of a vast range of experience. In each of those many fields of experience, intelligent recognition of their meaning and significance will add to the range and quality of living. These fields very often are interacting, and no matter how well equipped one is for work in his own field, absence of acquaintance in other areas will be limiting to the individual and may greatly reduce his value to himself and to society."

Although he has been the most persistent and persuasive advocate of work experience as an integral part of college education, Dr. Morgan has always stressed the relationship between the vocational and liberal aspects of the student's off-campus experience. He does not separate the two. His educational philosophy focuses on the individual in the flux of his social and natural environment. It refuses to postpone serious questions about the relationship between work, career, and larger human purposes until after the student leaves college.

This study has discovered a strong belief among community college presidents, deans, and teachers that these questions should be raised with their students during the two (or more) years they are preparing for transfer to a baccalaureate program or completing a career program. They recognize that the general studies now offered are more often elementary courses in specialized academic disciplines than intelligently designed responses to the "universal" and developmental needs of their students. The usual arrangement of general studies in the community college curriculum is to allow the student choices among courses offered in the humanities, the social sciences, and the natural and physical sciences. The student makes up his program from a series of disparate courses not unified in any recognizable pattern of general education. For the individual student, the net result is a hodgepodge of unrelated studies.

In a recent study sponsored by the Carnegie Commission on Higher Education, Alden Dunham reports:

> "At no time in our history has there been a greater need for a general education movement that has relevance for the hordes of young people pouring into our colleges. This means a combination of experiential and academic education that guides students towards constructive ends. Experimentation and innovation in the curriculum of the first two years of college are of absolute importance and the emerging institutions ought to take the lead."

The capacity to design imaginative general studies programs for all students in a community college is enormously important now and in the future. To accomplish this objective requires dedicated experimental effort with both the "what" and "how" of the student's general education. The amalgamation of experiential and classroom learning suggested by Dunham will require changes not only in teaching methodology but also in the content of general studies.

In the proposal for this study, we committed ourselves to bridge some of the gaps between content and methodology in the preparation of Masters College graduates. This was part of the reason for combining the advanced undergraduate years with the master's degree program. In asking ourselves how this could be done, we framed two possible answers: Suppose that a cornerstone of Masters College education were an integrated general studies program for all of its own students. Suppose further that each center were to make the preparation of general studies teachers one of its central enterprises, and that this activity included the needed research and content preparation for particular courses in general studies designed with reference

to the community college student's education as a whole. The teachers coming out of this program, we concluded, would be acquainted with a broad body of knowledge as well as possessing skill in the process of teaching and learning.

What is required, we believe, is a new kind of curriculum and style of teaching to prepare community college teachers who have an intense and lasting interest in a significant interdisciplinary area of human knowledge and action. Those who are well prepared to teach in such an area should also be practically prepared to teach introductory courses in one or more of the academic disciplines related to that area.

General studies would be one of the three professional streams available to Masters College students. The other two would consist of standard academic fields and occupational specialities. We do not envisage a rigid division of labor. On the contrary, we expect the teachers graduating from the Masters College Program to take a lively interest in the intellectual interests and teaching problems of their colleagues. Those who want to teach specialized academic courses above the introductory level would of course prepare themselves in some depth in their specialty. But there is no reason why this should bar them from teaching general studies if they were drawn to it and were graced with the special aptitude for ordering, simplifying, and communicating complex information and ideas. Similarly, some occupational teachers who had themselves been exposed as students to the Masters College general studies program might prove to be able general studies teachers.

The five areas which have been selected for the first phase of core faculty preparation in the Masters College Program have a wide range of relevance to the education of the whole person. They are:

1) Developmental Studies (combining basic communication skills: reading, writing, speaking, listening, and mathematics).

2) Environmental Science and Ecology (embracing the biological, physical, and social sciences).

3) Growth Factors in Changing Societies (understanding the forces affecting their development).

4) Human Learning and Development (individual growth, behavior, and effectiveness).

5) Values and Human Culture (alternatives for individuals, ethnic communities, and national societies).

Attempts along these lines are being made at Baker University, as reported in the Chronicle of Higher Education in its December 1969 review of current innovations by Michael Brick and Earl J. McGrath. Stanford University has recently begun to develop a sequence in human ecology taught by an interdisciplinary staff drawn from fields such as medicine, biology, and the behavioral sciences. It begins with work in basic biology, but also focuses on biological and cultural evolution and studies of man as an organism. The recently instituted interdisciplinary general education program at New York City's New School for Social Research focuses on social issues. Warren Susman's recent study of curriculum reconstruction at Rutgers College contains thematic examples in mathematics, environmental studies, and technology and the social order which are suggestive of the types of courses he proposes.

Values and the Animation of Teaching

In an interview for this study, Dr. Steven Sheldon of the UCLA Junior College Leadership Program commented on the reluctance of behaviorally oriented educators, among whom he numbers himself, to accept the fact that value systems inevitably animate all teaching.

We take this to be axiomatic for the development of general studies programs and the preparation of their teachers. The implications of consciously using values to enliven teaching and learning, of critically appraising and questioning alternative values and value systems, needs to be examined, however. Values cannot be regarded as irrelevant ideological baggage in the educational process. They demand inclusion among those explicit learning objectives which undergird the design of curricula, courses, and off-campus experiences.

Educators active in the use of behavioral techniques often try to maintain neutrality in this connection, or even state that all value objectives should be avoided. Some give the impression that the teacher should not go beyond encouraging the expression of those values already latent in the student. This particular viewpoint may be found among strict behaviorists, particularly those who are conscious of how possible it is to manipulate students when teachers move from imparting simple knowledge and skills to subjects laden with conflicting values. Their disavowal of value objectives may represent an honest attempt to avoid indoctrinating students.

But even a simple set of historical facts cannot be totally value free. Why were they selected? Were other facts left out that might have contradicted the interpretation based on those selected? The same problem arises on all sides. Values are

expressed when themes such as "man and his relationship to environment" are made a basis for curricular organization. "Crime in the streets" or "job security for union labor" may be considered by some as more pressing themes for curricular concern. The organization of a curriculum expresses values by the very priority of themes it incorporates.

Gunnar Myrdal, in a series of lectures delivered at Princeton in November 1969, noted that when specific value objectives are not incorporated in a program, the result is a "logical indeterminateness that leads to uncontrolled bias." Not only must programs possess specific value premises, he stated, "but there is no such thing as a social science, for instance, which lacks value judgments." While Myrdal was referring specifically to social and political programs, his remarks are equally pertinent for educational programs.

The values men live by, that move them and give them their identities, that create dissonance between social groups or nations, that lie behind the community college itself, must be embedded in the educational environment and process as part of a planned and deliberate effort so that students will know them for what they are, recognize the source of their own cultural sustenance and bias, and can participate more intelligently in defending or changing social institutions. The community colleges may use, misuse, or overlook their role in influencing student attitudes toward the world and American society, or toward participation in the political process, but as institutional cultures they have some impact on their students, willy-nilly or by design.

In Values and Teaching, Raths, Harmin and Simon have stated the educational problem simply and compactly:

> "What is to be done with one's life and force? Once a question mainly for philosophers, in these times of increasing complexity and change...it is a question that challenges almost all of us, although often we move through our lives unaware of it. This is its terrible power: it is a question that cripples us as long as it remains unanswered. A growing tragedy is that it is not usually even asked."

In the goals it sets for itself, any community college that thinks of itself as more than a job training center must go beyond the knowledge and skills related to occupational and transfer education. It must, in many different ways, raise the question, "What is to be done with one's life and force?"

The value premises of both their own and community college

general studies must be regularly examined and debated by Masters College faculty and students together. Only in this way will they be made explicit and subjected to systematic criticism. This process will lead to their acceptance or rejection, or to the incorporation of contradictory value preferences and a dialectical approach to the issues.

To the extent possible, value objectives should be treated like other learning objectives. Those responsible for establishing a general studies program must wrestle with the question of "what attitudes and whose value system?" Under the value-choice approach, the attitudes and values incorporated in the program are consciously drawn, can be isolated to some extent as part of the student's learning, and made known to students, faculty, administration and, indeed, the public at large. In such circumstances they can be more readily challenged than if they are allowed to remain unspoken.

To illustrate, one fundamental value is the institutional commitment to academic freedom and the use of the campus as a public forum for free speech. In his book Community College, Thomas E. O'Connell, President of Berkshire Community College in Massachusetts, reports his remarks to a graduating class on education and controversy:

> "Your college has come of age this year in the controversy which surrounded its efforts as an institution to provide circumstances under which its students could examine all sides of the toughest questions."

He goes on to comment:

> "It is essential that a community college, just like any institution of higher learning, establish its identity as a place where students are exposed to conflicting views and permitted and encouraged to seek truth for themselves. As long as the community college is timid on matters of this sort, its students will be shortchanged."

Influencing student behavior as a result of setting value objectives is far more difficult than building them into the educational program verbally. Think, for example, of "teaching respect for the individual." The attitude of respect is not cultivated by talking about it in class. The institutional environment must furnish models for desired behavior of this kind. The student needs to experience respect.

It should now be abundantly clear that the proposed Masters College

centers must concentrate on their function as environments in which organizational structures and faculty behavior, as well as stated intentions, embody the values given as the objectives of the teaching-learning process. It will obviously be difficult to measure the achievement of value objectives, although the continuing work of Krathwohl and others indicates that this is far from impossible. Colleges should not flinch from value objectives in general studies merely because they do not fit the Procrustean bed of present or future techniques of measurement.

A Social Issues Focus

It has become a cliche to say that the present generation of students is more self-aware than past generations, more concerned with questions of identity, more personally searching, and possesses a more highly developed sense of moral and political urgency. They are certainly more outspoken in their demand for curricular reference points related to contemporary issues. In fact, their demands can be summed up as the quest for a "living" curriculum. Looking at it from this angle, curriculum reform would not only have to incorporate some unifying vision of educational purpose, but one that also helps to define the main issues confronting contemporary society.

General studies should take a major share of their validity from their bearing on social problems and human needs. This is not to assert that ancient history or Shakespeare are irrelevant to today's student. But relevance to the contemporary human condition should be established as a fundamental thematic question in turning to the past or the artist's images of existential dilemmas. Jencks and Riesman note that students expect "a visible relationship between knowledge and action, between questions asked in the classroom and the lives they live outside it." (Since the invocation of relevance, like all educational shibboleths, has turned stale, let us add that in our notion of it there is room for Robert Penn Warren's principle of "negative relevance": "Maybe the general was doing more for victory by writing a poem than he would be by commanding an army. At least he was doing less harm."[1])

In framing a new general studies curriculum, care must be taken that the focal issues are those which are persistent in human affairs, constants in both today's and tomorrow's world, and that course content does not sink to the level of current event headlines. This suggests that to forestall shallowness, the issues must be examined in the full perspective of their historical development, drawing on the various related branches of knowledge. To forestall a preoccupation with the present which obscures its fugitive quality, the issues must

[1]In his speech at the Library of Congress accepting the 1970 National Medal for Literature.

also be thrown forward into the future. The intersection of so many different, sometimes compatible, sometimes contradictory, values and interests and forces in the comprehensive community college makes it the major potential center for public education which takes the future as a central concern. The story of the past can be told as man's capacity for realizing images in the flesh. The story of the future is yet to be told and depends on whether man is imaginative enough to protect himself from the destructive consequences of his own creativity.

The community college is the offspring of the nation's technological culture and productive system. The results of the system surround it in the local community and are implanted at the heart of the campus--architecturally, socially, ecologically. The community college is responsible for training workers to maintain the system and to understand it. In our view, it also has a responsibility for objectifying the system through studies which enlarge the student's consciousness by helping him to make use of perspectives which lie beyond his own cultural vantage point. Indeed, that is what understanding requires.

Finally, responsiveness to the future-in-the-making gives the community college its grounds for criticizing the system and proposing changes in it. In that future, already come, problems will leap national borders and spill over academic boundaries. That is why general education can no longer be confined within a structure of teaching and learning pieced together in the universities of Europe and America before the storm stirred by the nineteenth century's creative energy ultimately settled on the world in the form of a man-made cloud incalculably heavier than any of nature's.

A general studies program revolving around pivotal social issues need not exclude necessary foundation courses, such as those devoted to building communication skills. Community college students need to be able to speak and write some variation of standard English effectively, to understand the principles of mathematical language, and to master the specialized material which is essential to their future callings. But in many cases even advanced courses could be based on social issues. Such courses need lack neither breadth, depth, nor intellectual bite if curriculum planners and teachers will use sound criteria in choosing objectives, content, and learning activities.

Some Principles of Design

While the organization of a Masters College Program calls for the development of guidelines for general studies programs, the principles governing the process of curriculum development are more important than the specific content. The following are

examples of the criteria that should be brought to bear on the design of general studies:

1) The individual Masters College programs and cooperating community colleges must have the authority and resources to develop the curricula and courses most appropriate for their situations and students.

2) Responsibility for each of the basic general education courses should be assigned to an appropriate interdisciplinary group or division, but teachers from other divisions should participate in constructing them so that the significant "interface" problems which lie at the boundaries of large bodies of knowledge will be taken into account.

3) The individual student's program should consist of a coherent pattern mediated by his interests, the guidance of his faculty advisors, and general curricular requirements.

4) The use of learning units rather than courses that last through an entire academic term should be explored in view of the varying length of time required to cover certain materials.

5) Independent study as part of or in place of regularly offered courses should be encouraged if the student can formulate his learning objectives and satisfy his advisors that the work is germane to his educational program.

6) A general studies program should extend the principle of independent study to off-campus situations which will give the student direct experience of issues and realities, whether through limited observation or substantial participation.

If future community college teachers are inexperienced in designing programs consistent with these principles--collaboration with colleagues from other fields and with students, the inventive use of "academic" time, independent study, and direct experience--it would be unrealistic to expect them to encourage their future community college teaching associates and students to change their objectives or try new techniques. Above all, the general education aspect of the curriculum must carry an important share of collegiate responsibility for whetting the student's appetite for learning. Stimulating a sustained desire for intellectual growth may be, in the end, the most telling contribution of general studies to the student's education.

Interdisciplinary Approaches

In attacking traditional departmental organization of fields

of study, the question is not just one of specialization versus generalization. As Jencks and Riesman point out, it is also whether some approaches to organizing specialized knowledge are better than others. In addition, the preceeding discussion of a social issues nexus for some proportion of the courses in the curriculum surely implied that many of the new discoveries being made in knowledge occur only when an interdisciplinary or transdisciplinary view is taken of the world and its phenomena. There appears to be a need to assist students in synthesizing the material in a curriculum, since one cannot assume they will themselves always do this on the basis of scattered exposures to a welter of terminologies, theories, and facts.

Campuses are buried under an avalanche of information. New theories and fresh methods are being advocated for organizing and interpreting knowledge. Established pedagogical theory is being elbowed by the rapid pace of change to concede that educational objectives must focus on the students' potential growth and future development. The call is for less emphasis on static bodies of present knowledge, and more on patterns of knowing and recognition of interrelationships.

One justification for an interdisciplinary approach lies in the observation that its greatest contribution may reside in its stimulation of more vivid and analytical thought on the part of faculty members when they are faced with questions of order and priority. In fact, a rejection of the notion that knowledge can be compartmentalized along traditional disciplinary and departmental lines has become commonplace, but the paucity of college programs consistently reflecting a meaningful integration of knowledge is puzzling in view of the current stress on the need to consciously plan and organize the curriculum to accomplish this purpose.

In the literature presently available on this subject, there is little clarity on what is actually involved, much less consensus on the approach to take in designing an interdisciplinary curriculum. According to Garrison's nationwide study, the faculty interviewed preferred interdisciplinary content and instruction in their graduate preparation: "Teachers felt that the interdisciplinary approach would (1) provide the necessary broader knowledge base for later teaching of general courses at the freshman-sophomore level; (2) diminish the research emphasis; (3) help the prospective teacher to have a more-than-usually flexible approach to materials and methods of instruction." Garrison does not, however, include any further elaboration on what the teachers had in mind. Yet "interdisciplinary" can mean different things to different people, as the following brief analysis will show.

The term "discipline" is little more than an administrative

category and refers to areas historically carved out by departmentalization. For example, the generally recognized disciplines in the social sciences are anthropology, economics, history, geography, political science, psychology and sociology. Within each discipline, rational, accidental, and arbitrary factors have been responsible for the peculiar combination of subject matter, techniques of investigation, orienting conceptual models, principles of analysis, methods of explanation, and aesthetic standards. Thus each social science discipline looks at a part of the world of human behavior in its own peculiar way.

In fact, disciplines in any field are characterized by their special filtering and interpreting devices. Over time the members of a particular discipline acquire a shared set of principles and a special language. These principles direct the specialist to observe certain facts out of the virtually infinite variety of possibilities. These facts are organized by the concepts--the make-sense patterns--of the discipline and thus given meaning. As Joseph Schwab has persuasively demonstrated in an article on the organization of academic disciplines, "The scientific knowledge of any given time rests not on the facts but on selected facts--and the selection rests on the conceptual principles of the inquiry."

The structure of the discipline, therefore, tends to determine what aspect of reality is studied, how it is understood, and the relative validity of the descriptive and explanatory statements typical of the discipline. This parceling up of the world may be efficient for some research purposes. But the gap between a discipline's perspective on its chosen slice of reality and the world of common experience very often reaches such proportions that meaningful communication with anyone outside the discipline breaks down. Each discipline has its central concerns. Phenomena which fall on the peripheries or in between disciplines fail to get much attention. Often, problems of great moral or social consequence remain uninvestigated because they do not happen to come in range of the myopic conceptual focus of any particular discipline, so that many students and scholars have been attracted to interdisciplinary study.

Three distinct approaches to interdisciplinary study can be singled out. The first ("multi-disciplinary") regards the disciplines as separate but worthy of equal time to give their distinctive views on subjects of mutual interest. The second ("cross-disciplinary") has a nose for things that smell the same regardless of what they are called and wants to get down to the practical intellectual business of using whatever means are available to solve common problems. The third approach (which has been called "pan-disciplinary" but might better be labeled "trans-disciplinary) creates

a new "framework for knowing" by integrating pivotal concepts from old disciplines at a higher level of abstraction, or by inventing fresh concepts which are imperial in the phenomena they attempt to embrace.

The multi-disciplinary approach involves the simple act (not easily accomplished in many graduate schools) of juxtaposing several disciplines. A student might take courses from several departments, or individual courses might be team-taught by professors from different disciplines. This approach frequently involves no systematic attempt at integration or combination in a theoretical sense, but merely an exposure to more than one discipline. Many research teams and conference panels follow this pattern. Each specialist does his own thing in his own universe of discourse. Consequently, communication can be poor and whatever breadth is achieved tends to remain superficial. Introductory survey courses often take this multi-disciplinary form. Though interdisciplinary work of this kind may often be better than narrow specialization, the student often finds himself at sea. The most outspoken critics of interdisciplinary attempts usually have this disjointed approach in mind.

However, the systematic search for similarities and differences between ideas and the facts behind them leads to cross-disciplinary generalization. In cross-disciplinary work certain organizing principles are applied which require the student and teacher to focus on a common problem, the data relevant to it, and useful explanatory concepts rather than disciplinary boundaries. In other words, a methodological knife is fashioned that will cut the raw material in various ways. Probably the most popular example of this approach is the social issues or problem-oriented study discussed earlier. Since the "real world" is not divided up like an academic department, course organization based on the narrow perspective of one discipline is at best naive and at worst may lead to disastrous mistakes. Economists have learned this lesson the hard way in the realm of applications. Many of their recommendations to the less developed countries have proven inapplicable or wrong due to their failure to consider the social and political context of their culture-bound models.

The problems approach has much to recommend it as a principle of curriculum organization in community colleges and therefore as part of the preparation proposed for their teachers. We do not, however, recommend making problems and social issues the exclusive curriculum rationale. Social issues taken alone provide little basis for constructing interpretive theories which are readily transferable to other slices of reality. While one objective of good education should be practical relevance, another should be to equip students with analytic tools which will enable them to comprehend new and different situations as they confront them. Social issues can provide the entering wedge for opening new territories and

involving the student in their exploration.

There is a variant of the cross-disciplinary approach which emphasizes organization by overarching principles, methods, and arts of inquiry. For example, "organisms--structure and function" may serve as the organizing concept for a course of study making use of contributions from philosophy, sociology, biology, anthropology, and other specialties. This approach is difficult to implement well, but in a study on the relationship of curriculum to student protest, Schwab notes that it could provide a fresh perspective on old disciplines and ways of thinking.

Arguing for the inclusion of this approach in every student's basic education, especially during the first two years of college, Schwab comments: "Pervasive specialism unexamined creates in students the illusion from which we all suffer to some degree--the illusion that subject matters as now distinguished are the inevitable products of natural divisions." He argues further that not only is there little grasp of the sterility of present divisions, but even less of methods for replacing them. One way to heal these divisions is the creation of intersticial or hyphenated disciplines which attempt to bridge the gaps between the disciplines. Existing examples include economic anthropology, social psychology, political sociology, human ecology, and biophysics.

There is a third major attack on academic parochialism. This approach, which directs attention to an analysis of the structure of knowledge, can be characterized as trans-disciplinary. There are numerous versions. They include Boulding's proposal to use the subjective image as a single theoretical principle for the analysis of "a wide area of the empirical world"; the work of the phenomenologists, who are interested in how people impose order on their experience; and grand theories in the tradition of Comte or Toynbee or de Chardin which attempt to discover universals or "primitives" which are shared by many categories of phenomena. Many trans-disciplinary approaches, such as general systems theory, are highly provocative, but it is doubtful that their comprehensiveness and level of abstraction bring concrete reality and theory together in the most illuminating and useable combination for either the community college student or his prospective teacher.

Of these three approaches to interdisciplinary general studies, the two which would probably prove most fruitful for the Masters College Program can be classified as cross-disciplinary: the use of social problems and issues which can be explored with tools borrowed from a number of fields, and the interpretation of reality with the aid of organizing concepts shared by two or more disciplines. We recommend functional criteria for building the interdisciplinary structure of each area of general studies. Approaches should be

chosen in the context of the concrete, step-by-step process of selecting the goals, content, and methods of the Masters College general studies curriculum.

As an alternative channel for preparing community college teachers, the Masters College Program must introduce its students to new ways of thinking. More than any other aspect of the program, their interdisciplinary general studies will open new possibilities to Masters College graduates for relating what they teach to the values and interests of their community college students and colleagues. General studies will help them to find links between their experience and the experience of others. They should not only have had student experiences worth sharing when they later become active in educational change as teachers, they should know why things look different to others and how differences can be overcome by participation in creating new truths, however tentative they may be at first.

A Note on Academic Specialization

As we conceive it, the Masters College Program is responsive to the comprehensive teaching needs of the community college. It assumes that the future identity of the community college is rooted in its commitment to give ordinary students and academic losers the chance to become extraordinary learners--to find themselves, to learn how to learn, and to learn for mastery. This is a value that will be fostered among all Masters College students, whether they are in occupational education, general studies, or a traditional academic discipline.

The student who is primarily drawn to an established discipline, such as chemistry or political science or French, will have access to the departmental resources of the host university or four-year college as well as the Masters College core faculty. He will be able to plan a program which will satisfy his specialized subject-matter interests.

We see the distinction between academic specialization and general studies as one of emphasis for the Masters College student. He may choose to stress either depth or breadth during his preparatory years. For example, a student who has been intensively trained in economics ought to be equipped through his own general studies to take part in teaching interdisciplinary community college courses in social change or ecology or comparative cultural values. For his part, the prospective general studies teacher who elects to concentrate on "growth factors in changing societies" would enhance his grasp of theoretical problems involved if he were solidly grounded in the economics of development.

Masters College graduates can enjoy maximum "curricular mobility"

if the generalist possesses competence in a special field and the specialist, academic or occupational, is prepared to participate in a community college general studies program. The centers' affiliated community colleges will no doubt find this two-stream preparation administratively attractive since it will permit more flexible faculty assignments. Legitimate enrollment management problems often make it necessary for community college faculty to teach courses which are outside their instructional preferences. When difficulties in assuring course coverage reflect student needs rather than administrative inflexibility, the Masters College graduate would, we hope, be the first to volunteer.

Chapter 5

OCCUPATIONAL EDUCATION: ENDING FALSE DISTINCTIONS

In spite of all of the evidence pointing to the practical and vocational values of community college students, enrollment in occupational programs has been persistently low. In the average comprehensive community college only one in every three or four students enrolls in a program that promises to prepare him for the associate degree and "immediate entrance into an occupation."[1] The rest enroll in general education or transfer programs where they may receive little or no vocational guidance. Consequently, those who do not eventually transfer from these academic programs to a four-year college are unready for the employment decisions that confront them when they graduate or drop out. Their number is large.

Vocational Guidance: Keeping Options Open

How can the community colleges develop programs so that more of their students can be prepared for the world of work without at the same time cutting themselves off from further opportunities for higher education? It is not difficult to single out some of the things that can be done to meet the needs of these students:

1) More flexible articulation between two-year and four-year colleges so that community college students can acquire needed career education without giving up the possibility of continuing their education in a four-year institution. As Knoell and Medsker said in their study of the transfer student: "Closing the door to the four-year colleges to good students in all nontransfer programs would result both in discouraging many capable students from enrolling in such programs and in denying opportunity to others who should go on to work for the baccalaureate degree."

2) More adequate counselling and more professional attention to the placement of community college graduates and early-leavers.

3) The expansion of cooperative work-study programs which will give community college students job experience on which career choices can be based.

4) Better integration of general and specialized curricula so

---

[1]The U. S. Office of Education reports 28 percent for the past decade; the Carnegie Commission on Higher Education sees an upward trend and a national proportion closer to one-third.

that (a) transfer students will be exposed to introductory pre-professional courses and (b) students in career programs will have general educational opportunities which will meet their personal needs and strengthen their vocational mobility.

5) The continual updating and adaptation of occupational curricula to make them more appealing and useful to community college students and their employers. They should be designed to teach skills which have maximum transferability between related occupations or subfields. The dynamics of the economy and changing job specifications make it imperative that community college students are educated against, not for, technological obsolescence. Not only must the content of occupational education be updated in terms of current needs and future trends in business, industry, and the human services, but much greater emphasis must be given to multi-phase career programs which prepare the student for a family of related occupations.

The conventional approach in community college occupational education has been to assume that students are able to make a well-informed and thoughtfully considered choice of career programs as they enter college. But great numbers are unprepared to do this. Instead, they enroll in a transfer or general education program to avoid fencing themselves in with specialized courses leading, as they see it, into a blind alley. From the student's standpoint, choosing an occupational program is hard to distinguish from choosing a life-long career. For many, it is a decision-making process which takes more time and experience, not a question that is disposed of the first time they register for college courses.

Morgan and Bushnell have commented on the consequences of compartmentalizing education:

> "The tendency in the past to separate general and vocational education has penalized both those who are college-bound and those who plan to terminate their formal education at the end of high school or junior college. The academically oriented students are directed to college preparatory programs which will enhance their chances for college admission. They have little opportunity to acquire a knowledge of the occupational world in which they will live and earn a living as adults. At the same time, vocational students receive too little opportunity to develop competence in the basic educational skills which they must have if they are to cope adequately with present-day society."

If in the beginning stages of occupational education there were some opportunity for the student to probe various vocational possibilities, the demand for career programs would increase and their quality would improve. The occupational student's first term might emphasize self-exploration in relation to alternative job roles in an occupational field such as the health services. Indeed, the entire term could be devoted to a general studies unit which would use the organizing principles, conceptual problems, and public issues in an occupational area as its nucleus.

The genius of good occupational education is that it puts the student in command of a set of skills and gives him some understanding of the technical, economic, and social contexts and systems within which these skills can be applied. In surveying his occupational alternatives, it is the student's informed sense of the relationship between life and work that should weigh most heavily in his choice of a career program.

B. Lamar Johnson has said that any curriculum "should give central recognition to the fact that general education is an essential element in preparation for employment," and that "studies repeatedly reveal that workers more frequently lose positions because of a lack of general education than because of a deficiency in technical skills." The middle-management positions that community college students want require preparation that enhances their capacity for professional and personal growth, that goes beyond the immediate skills required for getting a "good job." The liberal education of vocationally bent students can be built at first on their career aspirations. General studies with some obvious links to the student's chosen occupation often serve as the corridor to experiences that carry him far beyond the limited boundaries of a world defined by his job interests.

Within the framework of allied occupational programs themselves, faculty groups in related semi-professional and technical fields can develop a core curriculum. By identifying the knowledge and skills which are shared by different but connected specialities, career curricula can be grouped around general courses which serve all of the students in a particular occupational sector. Norman C. Harris of the University of Michigan's Center for the Study of Higher Education has shown how this can be done for the engineering and industrial technologies, business, health, and public service. An impressive example of the occupational core curriculum plan was developed several years ago at Rock Valley College, Rockford, Illinois, under the presidential leadership of Clifford Erickson, now superintendent of the San Mateo Junior College District in California.

In the paper quoted above, Morgan and Bushnell outline

desiderata for designing an "organic" curriculum at the high school level. But the principles involved are equally applicable to the community college and speak to the problem we have been discussing. Because they are pertinent to the orientation of Masters College students and particularly to those who are preparing to become occupational teachers and curriculum designers, the Morgan and Bushnell criteria are quoted here as summary and conclusion. Indisputably, they keep the student's options open.

"1) Integrate academic and vocational learning by appropriately employing vocational preparation as one of the principal vehicles for the inculcation of basic learning skills. In this way learning could be made more palatable to many students who otherwise have difficulty seeing the value of a general education.

"2) Expose the student to an understanding of the 'real world' through a series of experiences which capitalize on the desire of youth to investigate for himself.

"3) Train the student in a core of generalizable skills related to a cluster of occupations rather than just those related to one specialized occupation.

"4) Orient students to the attitudes and habits which go with successful job performance and successful living.

"5) Provide a background for the prospective worker by helping him to understand how he fits within the economic and civic institutions of our country.

"6) Make students aware that learning is life-oriented and need not, indeed must not, stop with his exit from formal education.

"7) Help students cope with a changing world of work through developing career strategies which can lead to an adequate level of income and responsibility.

"8) Create within the student a sense of self-reliance and awareness which leads him to seek out appropriate careers with realistic aspiration levels."

Toward Mutuality

One of the most significant activities of the Masters College programs will eventually lie in their pre-service and in-service offerings for career program faculty. Attention to the special needs of these teachers is important if the centers are to make

any significant contribution to their integration with the rest of the community college faculty. Community college leaders with whom the problem was discussed underscored the need to develop a greater mutuality of concerns and goals between faculty in career and transfer programs. They were unanimous in recommending that the centers should consciously break down false distinctions between the educational compartments of comprehensive community colleges. All faculty, they said, should recognize the importance of general studies to open-ended career development and self-realization, as well as the usefulness of encouraging a thoughtful approach to choosing an occupation and preparing for it.

Community college faculty sometimes need to be reminded that occupational goals also underlie the scientific and liberal studies of students enrolled in transfer programs. Marvin Feldman has noted that "an educational system that fences off the vocational aspect of life in a compartment called vocational education, separate from the mainstream...is an anomaly, if not a fantasy." Few college students have no vocational or professional aspirations, however cloudy they may be at a given moment. Few seek to earn degrees at any level without any consideration of occupational consequences.

Yet a gulf often does exist in current practice, primarily because of the attitudes of students, faculty, administration, and parents which perpetuate the schism and become reflected in campus and building layouts, curriculum and organizational structure. Frequently "vocational" faculty and students are not encouraged to think of themselves as first-class citizens who should interact at a level of equality with their "academic" counterparts.

In order for a community college to offer programs which will contribute to both their students' personal growth and occupational preparation, it follows that its faculty should pursue a preparatory experience which incorporates both of these concerns. Ideally, therefore, the proposed Masters College centers should provide a setting which encourages communication and understanding between teachers in all aspects of the community college undertaking.

The promotion of positive interaction and mutual respect among these future teachers cannot, of course, be achieved merely by housing them under the same campus roof. Too many community colleges provide merely superficial contact between their different faculty and student groups. Indeed, the student center, cafeteria, and library/learning resources center may actually promote the same negative interaction which Feldman finds in most high schools, with their "three sociologically and educationally discrete schools--academic, vocational and 'general'." To assure a shared experience, he notes, the curriculum "would be a far more natural common ground."

This study supports Wiegman's proposal for revising the structure of community colleges by establishing academic divisions rather than departments. Each division then becomes responsible for the career programs logically related to its pre-transfer responsibilities. Examples cited by Wiegman include the fact that "many of the health-related occupations...such as laboratory technician, radiologic technician, radioisotope technician fall very naturally in the division of science and mathematics and related technologies...many public and personal service occupations--social service aide, teacher aide...fall in the division of social sciences and related technologies..."

Wiegman foresees a number of positive outcomes resulting from such a division of labor. They include structured communication between career and transfer faculty; setting priorities in a more unified fashion for all related programs; and by blurring the lines of distinction separating career and transfer programs, encouraging students to at least sample courses from each, and facilitating their ability to change their fields of concentration (from, for example, an associate degree accounting program to a four-year degree in business administration).

In the Masters College centers, common ground for all students, whatever their special professional interests, is provided by the general studies program described in Chapter 4. As we have pointed out earlier, this will bring occupational teachers who are Masters College graduates together with their general studies and academic colleagues to shape and teach general studies that will lead community college students themselves into a less partial view of reality.

Three Masters College Contributions

Community colleges strongly prefer career program faculty who have acquired their specialized skills on the job in business or industry or the human services. At the same time, they hope that they can recruit occupational specialists who have had some teaching experience. But the chronic shortage of career program faculty means that many practitioners of vocational and technical specialties must begin their new profession as teachers without any professional preparation in the teaching arts.

There are several ways in which Masters College centers will help to increase the supply of occupational teachers and contribute to the quality of teaching in community college career programs:

1) By giving occupational education equal status with preparation for teaching general studies and academic specializations. In the combined undergraduate and graduate-level

program (i.e. the regular program) this calls for linking the resources of each Masters College center with the resources of its parent institution and the employers who participate in the center's cooperative work-study program.

2) By offering a modified master's degree program for the experienced practitioner who seeks professional training in education before entering his new career as a community college teacher.

3) By emphasizing in-service training programs for occupational teachers in community colleges affiliated with Masters College centers.

In discussing these three Masters College contributions to occupational education, the regular program must be treated separately to avoid any confusion with the modified degree program.

The Regular Occupational Program

In planning a regular Masters College curriculum in an occupational specialty, the basic consideration bears on the curricular resources of the host university or four-year college. If, for example, a university has a department of electrical engineering and a favorable collaborative relationship with it can be worked out, the precondition of a Masters College program to prepare teachers of electrical and electronics specialties would be met. If a particular topic or procedure could not be taught, demonstrated, or practiced on campus, supplementary outside facilities would also have to be located.

To complete its survey of resources necessary for such a program, the center would have to determine the number and appropriateness of the jobs which would be available to these prospective technical teachers through employers in its cooperative work-study program. If each student is able to get a total of twelve to eighteen months of practical experience on the job, the center can conclude that it has at its disposal the ingredients for preparing occupational teachers in electrical and electronics technologies.

The student not only accumulates experience through working, he varies it and compares what he learns in one situation with what he learns in another. By changing his assignments, his department, or his employer, the student avoids repeating the same function, acquires fresh information, extends the range of his skills, and gains some insight into the sociology of work. Their cooperative work-study programs will enable Masters College centers to prepare numbers of prospective occupational teachers without subjecting them to sterile or irrelevant training.

The Modified Degree Program and In-Service Training

Eighteen months of practical experience is not eighteen years, and community college occupational programs need some seasoned full-time teachers who are highly experienced practitioners. Consequently, we have come to the conclusion, after extensive consultation, that a specially designed two-year Masters College program should be developed for experienced practitioners who have chosen to become community college teachers.

Because candidates for admission to the modified program would usually be men or women with family responsibilities, several different patterns might be made available. For example, one might consist of twelve months of part-time study while the student remained employed, followed by a nine-month period as a full-time intern-instructor at the standard rate of compensation for beginning teachers with professional experience in the career specialty. This arrangement assumes that the student's maturity will enable him to carry course work in addition to being fully employed. Its features make it particularly practical for the teaching candidate who lives and works within commuting distance of a Masters College center and a possible intern site.

An alternative plan might expose the student to community college teaching intensively before he made the final break with his employer. In addition to studying part-time for twelve months, he would take leave from his employer in order to work in a community college as a teaching assistant for one academic term during the year prior to his professional internship. This would have the advantage of providing a pre-professional teaching experience which could be evaluated by both the student and his advisors before he made his final decision to take up teaching as a career.

The second pattern is a variation on the first and therefore fails to meet the needs of the candidate for the modified degree program who cannot commute. For the non-commuter, it would be necessary to combine alternating work and study with heavy financial support from all available sources. Depending on the Masters College center's calendar, he might study in the summer and winter, working in an affiliated community college as a teaching assistant during the fall and spring. In any case, it is clear that the demand for occupational teachers dictates a program for experienced practitioners that is tightly conceived, easily accessible to the older student, and calls for little or no financial sacrifice other than the income differential that may prevail between practitioner and teacher.

For vocational and technical instructors already employed as community college teachers, in-service training has two aspects.

One concentrates on methods of teaching and learning, while the other is concerned with bringing the teacher up to date on the content of his field. Although the occupational instructor's teaching experience furnishes a springboard for exploration of the teaching-learning process, it should be recognized that personal experience also functions as a screen which may hamper his responsiveness to new practices. This is one of the obstacles to in-service training in all teaching fields, though it may actually be less difficult for the occupational teacher to get around it than for his academic colleagues because of the value he places on technical change and productivity.

What is likely to be true of the occupational teacher with no professional training is that he has an overly narrow view of the student-teacher relationship and a tendency to shut out human problems, public issues, and philosophical questions that do not seem to be part and parcel of his specialty. Like his students, he may need help in seeing the interconnection between vocation skills, personal growth, and community development. Presumably, Masters College programs for the in-service education and training of occupational teachers would help them to extend their vision and broaden the scope of their interests, as well as to upgrade their technical knowledge and enlarge their repertory of teaching techniques.

In-service training assists career program faculty to gain an overview of their subject-matter fields, especially when their own practical experience has been limited or comparatively specialized. For example, civil technology consists of activities in at least five different fields, and practitioners can have lost touch with recent developments in one or more of them. In addition, even an expert practitioner is likely to need assistance in conceptualizing the material to be covered, and familiarizing himself with available texts and other teaching resources.

While it would be impractical to expect the centers themselves to provide refresher preparation in the many career program fields, they should establish working relationships with those academic institutions, business centers, and industrial training departments where good training of this nature can be obtained.[2] The centers could arrange for enrollment in intensive short-term training programs offered by these institutions, and assure the quality and suitability in relation to the needs of their affiliated community colleges.

---

[2]E.g. Southern Illinois University for aerospace technology, Rochester Institute of Technology for mechanical technology, Western Electric Corporate Education Center for communications technology.

Community colleges should also experiment with every reasonable way of enabling their occupational teachers to remain active as practitioners. Presumably, this would have to be done differently in different fields, whether on a part-time basis or a rotation plan that would return instructors to full-time practice for extended periods. Practitioners serving as adjunct faculty often short-change their students; teachers whose practical experience is fading are running on depleted capital. But ideally, occupational faculty should practice what they teach.

* * *

It can be seen that the Masters College centers would carry many responsibilities for the preparation of career program faculty. They would diagnose the educational needs of prospective and working faculty and prescribe suitable individualized programs. Course sequences could be offered on a part-time or full-time, degree or non-degree, basis depending on demand. The willingness and ability of the cooperating community colleges to encourage and/or subsidize the enrollment of their prospective and present career program faculty would also influence the extent and nature of these sequences. The age, family responsibilities, and earning capacities of career program faculty intensifies the problems involved in their recruitment and additional preparation for teaching duties. Arrangements for financial support and/or released time to facilitate their training would rest with those businesses and community colleges which appreciate the need to invest in the improvement of vocational and technical teaching.

In time, the centers could build a knowledge bank about the needs of such faculty which would assist them and the community colleges in further strengthening and targeting their in-service occupational training. Above all, active programs of this nature would ensure the presence in the centers of individuals oriented toward community college career programs and their students.

Chapter 6

THE USES OF EXPERIENCE: BRIDGING THEORY AND PRACTICE

In the training of elementary and secondary teachers, practical experience has typically been confined to practice teaching in the classroom. Practical experience in the preparation of the college teacher has haphazardly revolved around the role of the graduate assistant. The Masters College makes a sharp break with both approaches. Its program leads the prospective teacher through a series of jobs, community explorations, and teaching experiences which are designed to give him insight into the life situation and attitudes of community college students, and skill in communicating with them.

The uses of the world in educating teachers have been argued persuasively by Harold Taylor:

> "A college or university which took the education of teachers with the utter seriousness the matter deserves would take the world as its campus and move the world into its curriculum and into the life of its students. It would create a model of how liberal education can best be carried on, by treating the liberal arts as a body of knowledge and experience to be used in the lives of its students and, through them, in the lives of the coming generation.
>
> "A college of this kind would be a staging ground for expeditions into the world, a central place where the student could prepare himself, through study and teaching in the arts and sciences, to understand what he will find in the world beyond the campus and how to continue to learn wherever he goes. The time spent on the campus would be a time for doing the things which can best be done there, or can <u>only</u> be done there, because the campus contains science laboratories, a community of scholars and teachers, libraries, art studios, a theater, dance studios, music rooms, instruments and players, meetings rooms for seminars and classes.
>
> "The time spent away from the campus would extend the student's education into a variety of settings, through a mixture of teaching, community service, field study, writing, observing, social research, work with children, with the student considered as

> an intern in society and its institutions, learning from the experience that society can give him. The student would be testing for himself that what he was learning from his college--through books, discussions, ideas, the values and instruction of his teachers--squared with the reality of his own experience in the world. In preparing himself to be a teacher, he would then possess a central motive for learning, since everything he learned would be in some way relevant to the use to which it would some day be put. Like the poet or the philosopher, he would think of his total experience as a means of enriching and deepening the content of his art..."

Historically, the central problem in experience-based education has been the relationship between the student's academic studies and his encounters with the world. There are two points of view about the methodology of linking on-campus with off-campus learning. In some institutions with experiential programs there have been sporadic but persistent attempts to develop methods and techniques for applying critical intelligence to practical affairs. Social values, institutional structures, the organization of work, and many other aspects of human action are subjected to examination from various perspectives.

While not rejecting the value of job experience and community involvement, the alternative approach depends on serendipity. It holds that fruitful interaction between practical experience and study takes place only through the mediation of the individual student's personality. Those who start with this assumption believe that carefully articulated links are unnecessary or may even interfere with the process of his personal intellectual and emotional integration. In their view, mediating devices degenerate into dead mechanical forms. This objection is less likely to be leveled in applied fields, such as education or engineering, but it is heard there as well as in the sciences and liberal arts.

Wilson and Lyons have shown that students in cooperative work-study and conventional four-year college programs are similar in academic achievement and ability, and that both rank the goal of basic general education ahead of vocational training. We are unaware, however, of any research which compares experiential education based on organized conceptual articulation of classroom and off-campus experience with programs which rest on the student's autonomous ability to invest his experience with meaning.

The bias of the investigators favors conceptual articulation. Our conclusions are based on long personal experience in designing and administering cooperative work-study and other experience-based

programs for undergraduates and Peace Corps trainees, including prospective teachers.

The Experiential Learning Model

Starting with experimental designs for college and university students, Ruopp, Wight, and others have developed an array of techniques for use in experience-based education. They have been brought together in a unique resource for those interested in experiential methods, Guidelines for Peace Corps Cross-Cultural Training, by Albert R. Wight and Mary Anne Hammons.

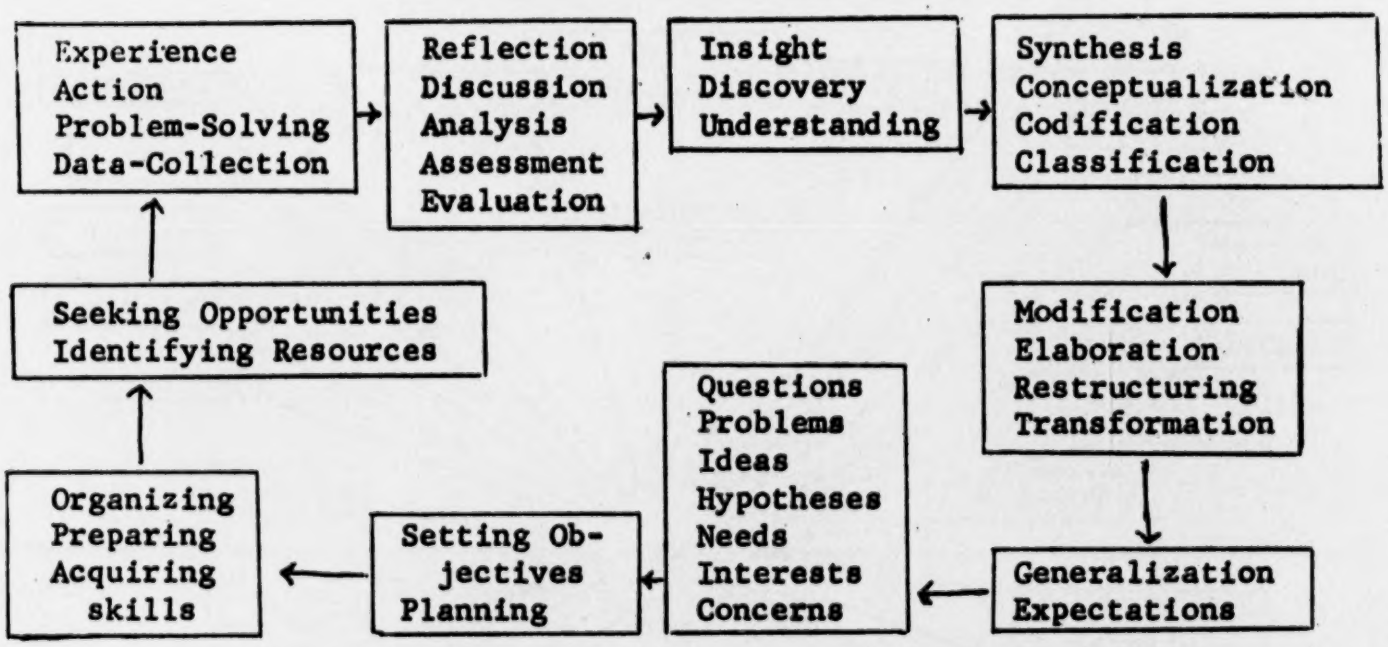
In their chapter on experiential learning theory, Wight and Hammons write:

> "Experiential training represents a significant departure from the traditional area studies, information-transmission approach. It focuses more on information seeking, on the process of learning and on preparation for continued learning, than on transmission of information (although relevant content is certainly considered important). It is trainee-centered rather than subject-centered, and is structured to achieve active rather than passive trainee responsibility and involvement in the learning process.
>
> "In contrast to lecture and reading-based learning, experiential learning requires that the individual learn to cope with his feelings and reactions in the kind of frustrating, ambiguous, and perplexing situations he is likely to encounter in his assignment. He is involved in decision-making under pressure, risk-taking, and learning from his own experience. The training situation is structured to place the participant under the stresses of insufficient knowledge, to confront him with the necessity to make and act upon decisions with inadequate time, to judge the expectations and evaluations of others by their behavior and unspoken cues, to assess his own behavior in the light of these unspoken evaluations, and to modify his behavior accordingly. Requiring the trainee to cope with these predictable uncertainties and pressures helps him to develop the skills, understanding, and confidence necessary to be successful as a Volunteer."

The learning strategy proposed for the Masters College Program has similar objectives. That is why the experiential model developed

by Wight and his associates is particularly pertinent to the present study.

THE EXPERIENTIAL LEARNING MODEL



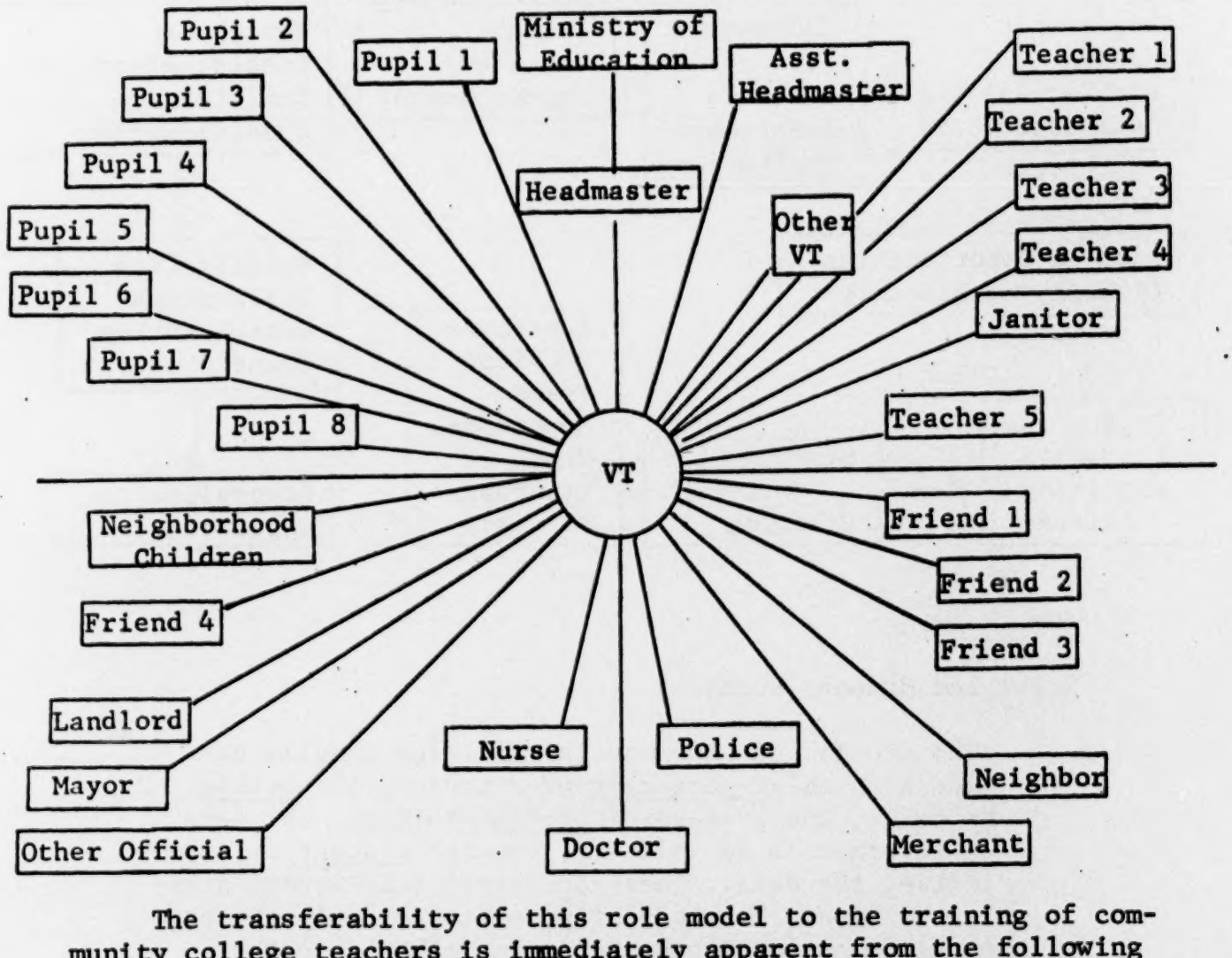
Wight and Hammons comment:

> "The process of experiential training usually begins with the <u>experiences</u> of a person, the <u>action</u> he takes, the process of <u>problem-solving</u>, the <u>data</u> or information he collects, and the <u>process</u> of collecting the data. These are treated in a very similar fashion; the model represents not only the proposed educational process to be followed in the training, but a continuing process to be internalized by the trainee as he 'learns how to learn.' The rewards for this kind of learning are not in grades, recognition, and so on, but rather in the internal rewards of achievement and satisfaction inherent in the process."

The selection of content in this type of training is determined by the projected role of the trainee, or prefiguration. Building on a model first proposed by Ruopp, Wight and Hammons have demonstrated how an entire Peace Corps training program can be designed by using the requirements of the Volunteer's roles to identify essential content and appropriate training methods. The role model "focuses on

the Peace Corps Volunteer as the center of his own universe of understanding and role relationships." They illustrate this by diagramming the roles of a prospective Volunteer teacher:

ROLE MODEL FOR A VOLUNTEER TEACHER



The transferability of this role model to the training of community college teachers is immediately apparent from the following elaboration of its operation. It is worth quoting at length. (Relationships connected with the Volunteer's teaching role are shown above the horizontal line; community relationships below the line.)

> "As the trainee explored the nature of his relationships with those with whom he works, he would see the many differences in role expectations, and the interplay of cultural and technical aspects of the job. He would become aware, too, that there are personal, impersonal, formal, informal, professional and social relationships, all of which require a different set of attitudes and behaviors. He would begin to discover what situations require a particular type of relationship and would realize that he

will have to learn the appropriate way to respond in the various situations.

"As the trainee explored the relationships between himself and the people of the community, he might well become interested in the relationships among the people in the community and the way these relationships differ from their relationship with him. He might find it interesting to study the kinds of relationships that exist within the family and their relationship to outsiders. He would begin to identify sub-groups, and their relationships to the dominant society. He would become aware of the distribution of power, wealth, and ownership, and of family status and position within the community and the effect of all this on various relationships, including those with him.

"As the trainee became aware of existing conditions and relationships, he should develop interest in their determinants--in the immediate history and then perhaps the more remote history; in political, economic, and social forces on the individual; in the religion and folklore; in customs and traditions. As the need became evident, experts could be called in to provide this information to the trainees, or reading material could be made available. Pertinent material could be culled from many sources and condensed to give the trainees the most useful information..."

Related Training Exercises

The authors summarize the experiential training exercises that can be related to the role model: for example, critical incidents involving perplexing or difficult situations, case studies or extended critical incidents, the scenario or elaborated case study exercise (the trainee assumes his own projected role as a teacher), role playing (the trainee plays a pupil or colleague), biographical descriptions seeking insight into a perplexing or difficult person, practice in cross-cultural comparison, the use of the learning community itself as a new culture and a learning resource, involvement in culturally unfamiliar surroundings ("third culture experience"), and self-assessment workshops.

All of these exercises involve the use of small-group learning techniques. Wight and Hammons refer to the central importance of small groups "as the chief vehicle for structuring trainee responsibility for the learning process." The handbook contains discriminating advice and materials for five different types of groups,

ranging from staff-directed groups to modified T-groups to leaderless groups whose structure is determined by problem-solving tasks.

More than any other available source, the Peace Corps cross-cultural training handbook clarifies the assumptions of experiential education and spells out a variety of ways in which thought and experience can be made mutually illuminating.

Bridging Theory and Practice in the Masters College

As in Volunteer training, the central image of the off-campus program of the Masters College is the student in the context of his community. This focus, just entering teacher education, has a precedent in medical training. For example, the Western Reserve and University of Kentucky medical schools emphasize the influence of family and community on the individual patient and his health. Through direct observation of selected patients outside the hospital or clinic setting, the medical student's awareness of the sociological aspect of medicine is heightened. He is trained to see the patient as a person, not just a case.

The Masters College off-campus program is also intended to help the prospective teacher understand the community college student as a person as well as an isolated learner. By gaining insight into community subcultures and the different symbolic worlds inhabited by community college students, the teaching candidate will become more responsive to their social origins, the vernacular they speak, the interests that animate their curiosity and involvement, and the alternative teaching styles which may be appropriate for different community college constituencies. At the same time, he can explore the impact of community culture on college culture, the economic function of the college, its opportunities for community service, the extent to which the college can act as an institutional agent of change, and the actual or potential conflicts between institutional autonomy and the expectations of the community power structure.

The definition of community is not intended to be narrow. As the student's individual field program unfolds, he can shift his attention from the "little cultures of American society he finds more easily accessible to ethnic and economic groups who are socially or geographically distant but whose world views and needs he should be able to appreciate as a teacher. Finally, the off-campus program may give him the chance to get outside America and look at it in the context of a world where change can only be adequately understood from a world perspective and education for a problematic future demands a transnational orientation.

To accommodate the raw material for learning provided by these experiences, courses must be explicitly designed so that in

both his general studies and specialized courses, the student is encouraged to probe his practical experience reflectively and to challenge the theoretical formulations which confront him in the classroom.

Throughout the Masters College student's three years of alternating work and study as well as his internship, there ought to be some kind of organized integrating dialogue which assures that bridges are built between action and analysis, doing and interpreting, feeling and thinking. It could take the form of a teacher-led seminar, or autonomous student seminars, or independent study coupled with tutorial conversations. Conceptual articulation should not be left to chance.

By the time the student reaches his third year, he should be ready to serve in a community college as a teaching or administrative assistant, taking responsibility for tasks he is ready to handle. There is no reason to spell these tasks out narrowly. The range of ability that can be deployed by students during this introductory classroom experience will vary. What is quite clear is that both the student and his advisors must have evidence of his potential strengths and weaknesses before his professional internship. These preliminary ventures into the community college will provide guidance for further preparation before the student assumes the role of a teaching intern.

Experiential Learning in the Community College

Comparatively speaking, the new Masters College graduate will be an expert in one respect. He will be thoroughly familiar with the methodology of experiential education and its wide range of techniques. But can the experientially educated teacher use his acquaintance with experiential methods in the community college?

A number of community colleges are introducing cooperative work-study options into their occupational programs. For example, Staten Island Community College mixes career training with learning for the sake of discovery. Students spend two-third to three-quarters of their time on a core of liberal arts subjects and the balance in career electives and related on-the-job training. At Pasadena City College, Dr. Ruth Macfarlane has constructed a program in urban community development which is based on four semesters of field experience in community agencies. Many of its students already hold jobs in human service organizations and enter the program to upgrade their knowledge and skills so that they will qualify for semi-professional employment.

What is missing is the teacher who knows how to orchestrate the entire body of experiential methods and techniques, at the same time

making use of traditional academic methods as counterpoint to more vivid and compelling ways of learning--or becoming involved in learning.

If experiential education is defined as the organized use of both direct experience (participation and observation in a variety of job and other roles) and indirect or synthetic experience (case study, simulation, etc.), a multitude of opportunities will immediately present themselves to the community college teacher who has himself been trained through experiential methods. One of the Masters College Program's major goals is to transform the teacher's experience in learning how to learn into inventive talent for teaching community college students.

Chapter 7

ORGANIZING OFF-CAMPUS EXPERIENCE

Having argued the theoretical case for experiential education in the Masters College Program, we turn in this chapter to its practical implementation. During the student's first three years he will alternate work with study; his last year will be spent as a teaching intern in a community college. Because of the differences between these two phases of his four-year program, they will be treated separately.

The First Three Years: Cooperative Work-Study

At Antioch College, Northeastern University, and other institutions, prospective teachers have alternated classroom and other jobs with their on-campus studies for many years. These institutions have valued this work experience in terms of the student's personal and professional development, and the integral relationship of off-campus experience to the learning process. The evidence has convinced them that the student's education is greatly enhanced by the inherent learning that takes place in experience independent of academics, and by the interaction that can occur between academic and nonacademic aspects of a well designed cooperative program.

In a paper prepared for this study, Philip Rothman, Professor of Education at Antioch, has distilled his observations about the worth of work-study to the generations of education students he has taught:

> "The general education of the prospective teacher is greatly strengthened by the opportunities offered by, or perhaps demanded by, a cooperative program. Familiarity with the working and business worlds, first-hand experience in a variety of cultural environments, facing problems of social relationships in a new community, living in different geographical settings, and meeting people of varying backgrounds in a peer context are desirable experiences for all students, but are invaluable as part of the development of a classroom teacher. The opportunities to work with specific subject matter, such as work as a laboratory technician or hospital aide for a prospective biology teacher, or as an aide in a political campaign for a social studies candidate, or creating

> museum displays and conducting tours for an art teacher-to-be, provide added depth in competency as subject-matter teachers as well as helping to prevent the development of that frequent gap between those who do and those who teach."

Rothman goes on to discuss one of the more difficult problems that will face Masters College faculty: the selection of students who have the qualities and aptitudes needed for teaching:

> "Since much of teaching is art, and since the general characteristics and personality of the teacher are fundamental to teaching success, there is evident need to select on a basis of prediction of successful teaching performance. Attempts to develop predictive procedures or instruments have been as unsuccessful as they have been numerous. At present, it seems, the best procedure is one of self-selection based upon significant experience, useful counsel, and objective decision-making. The later such a process takes place, the more difficult it is for the decision-making to be objective."

Interestingly enough, after training tens of thousands of Volunteers for teaching (as well as many other jobs), the Peace Corps reached the same conclusion. Before they enter training, Volunteers pass through a short "staging" program which makes use of intensive procedures for staff evaluation of the Volunteer's fitness for his assignment as well as self-assessment by the candidate himself. Once he enters training, the emphasis largely shifts to self-assessment and self-selection. (It is interesting to note that for every new Volunteer whose career objective is teaching, two have returned home from their overseas experience ready to make teaching their profession.)

By combining pre-admission techniques similar to Peace Corps staging with an alternating work-study program in which direct experience will help the student reach his final career decision, the Masters College would go a long way toward solving the selection problem before it is too late "to accept the evidence of a mismatch."

The sequence of off-campus experiences can be conceived in different ways. For example, the progression can be from situations defined as less complex to the more complex, or from those which contribute primarily to the student's general education to those which are more specifically related to his teaching specialty. To facilitate these purposes, the calendar can be cut in

different ways, depending on the criteria used.

We are inclined to recommend a time matrix which permits the best arrangement for cooperating employers, especially affiliated community colleges. By adopting a calendar closely articulated with the academic terms of associated community colleges, Masters College centers would make it possible for many students to serve as teaching or administrative assistants prior to their intern year, probably in the third year of their programs. However, the calendar will have to be synchronized in the first place with the academic calendar of each Masters College center's parent institution because of the necessity to draw on its specialized instructional resources. This reduces the center's room for maneuver to the question of whether to adopt a straight alternation of work and study periods, or to vary the seasons when the student must be on campus. The illustrative calendar shown below is based on academic quarters, and it both alternates and rotates work and study periods.

ILLUSTRATIVE ALTERNATING/ROTATING WORK-STUDY CALENDAR

Year in College	Quarter of the Year	Summer Entrants	Fall Entrants
First Year	Summer	Study	.....
	Fall	Work	Study
	Winter	Study	Work
	Spring	Work	Study
Second Year	Summer	Work	Study
	Fall	Study	Work
	Winter	Work	Study
	Spring	Study	Work
Third Year	Summer	Study	Work
	Fall	Work	Study
	Winter	Study	Work
	Spring	Work	Study

We have indicated that there are different approaches to the use of off-campus periods. Whatever the plan is, it should be based on an explicit educational rationale. It should also be realistic in its projection of possible placements and its assessment of the needs and attitudes of employers.

Different criteria are clearly required for the placement of teaching candidates concentrating on general studies and/or academic specialities on the one hand, and on the other those who are preparing to teach occupational subjects.

The following summary guidelines for candidates in the general studies and academic streams suggest one possible rationale for placement planning:

--First year (third year of college): exploration of American subcultures and their implications for the role of the community college through employment in business, industry, human services, schools, political parties, and social movements.

--Second year (fourth year of college): employment or volunteer work related to the student's general studies area or academic specialization, including research; when possible and soundly planned, this year could include three to six months' experience abroad.

--Third year (fifth year of college): employment as a community college teaching or administrative assistant for three to six months, depending on the student's schedule.

The chief benefit of the work-study program for the prospective occupational teacher is the opportunity it provides to gain practical experience in his vocational or technical field. It enables him to acquire at least twelve months of on-the-job experience and, in addition, three to six months of exposure to the teaching of his specialty in a community college.

In the case of the occupational teaching candidate, a well-defined building-block approach is both possible and desirable. It should clearly identify the major technical components and occupational roles associated with a particular specialty. Starting with the level of operations, procedures, and judgments appropriate for a third-year college student--or, more exactly, the individual student--it should progress to the more complex levels which he will be prepared to manage in his fourth and fifth years.

A natural use of field experience is to illuminate and supplement academic knowledge. There are areas of knowledge, especially in the occupational fields, which can only be acquired

in a work situation. For example a Masters College student looking forward to teaching constructiontechnologycould get a good share of his technical knowledge and skill through a series of experiences in the construction industry. Students planning to teach a general study such as environmental science would plan some of their work experiences in organizations concerned with environmental problems; those expecting to teach courses in government could be placed in public service agencies as an adjunct to their college studies.1

The teacher's role in a college whose students are concurrently engaged in off-campus experiences is to suggest channels of observation and learning which will supplement academic study and test ideas and theories first flown in the classroom. A cooperative work-study program embraces self-development, pre-professional practice, and learning which supplements both specialized and general education. Educational gains may depend largely on the individual student, but as we argued in the last chapter, the teacher's role in the process greatly enriches the ingredient. The central responsibility for managing the cooperative education placement, counselling, and learning format of the Masters College Program is vested in the faculty "coordinators," who are the members of the core faculty charged with mediating the interests of students, teachers, and employers for their mutual benefit.

There are several arguments in favor of expecting students in all three Masters College streams to hold jobs prior to the intern year as teaching or administrative assistants in one of the colleges affiliated with their center:

1) Selection function. It will give those students who did not attend a community college when they were freshman or sophomores an exposure in some depth to their ultimate destination. Those who are community college graduates will be able to look at the public two-year college from the perspective of its faculty and administration. Both groups will have the opportunity to question themselves about their commitment to community college teaching before entering the professional internship the next year. It will also enable their Masters College coordinators and preceptors and community college employers to raise questions with them, when necessary, about the appropriateness of their decision to become community college teachers--based on observed performance in a community college setting.

---

[1]For a recent description of some current field experience programs see Donald J. Ebberly, An Agenda for Off-Campus Learning Experiences. Interlude Research Program, P.O. Box 423, Menlo Park, California. December 1969.

2) Intern orientation. It will give students the best possible introduction to their intern year and enable them to prepare for it more concretely--with the guidance of their advisors--than they would otherwise be able to do. Conversely, it will give the community colleges an opportunity to get acquainted with the capabilities of those who are intern candidates for the following year. This information can be jointly used to improve the process of allocation and individual assignment.

3) Comparative observation. Finally, by spending their third year in one community college and their intern year in another where possible, they will be able to use the comparative aspects of their experience in their professional seminars and workshops.

Beyond the educational value of field experience, there are also the financial rewards of holding paid jobs for half of each year. Depending on the value of a student's skills on the labor market, we estimate that his gross income would range from $6,000 to $8,000 between the time he finishes his second year of college and begins his teaching internship.

The Professional Intern

While an intern year is no panacea for the training of first-rate community college faculty, virtually every proposal for the improvement of community college faculty strongly advocates professional apprenticeship as the culminating experience in the training process.

The Masters College Program postulates a more fully prepared intern-instructor in both substantive content and professional practice than would ordinarily be expected from a conventional master's degree program.

The continuing confidence placed in professional learning through doing evidently derives from the belief that it can be fashioned into a rich educational experience. Internships need not be used merely to place candidates in job situations with the perfunctory hope that improved teaching competence will follow. The experience must be closely evaluated by and for the future faculty member if improvement is expected in his subsequent teaching. Productive internships require careful planning and regular evaluation. The internship should constitute the summation of the Masters College Program, finally forging the bond between theory and practice. The detailed recommendations which follow, adapted from Edward Cohen's preliminary study, are based on a close examination of existing and proposed internship programs.

1) Intern programs should be built around the regular academic

year in the cooperating community colleges. The Masters College centers and their affiliated community colleges should accept joint responsibility for ensuring the success of each internship. Specifically, the community colleges should be broadly involved with the centers in laying out and supervising the intern's program.

The affiliation of a cluster of community colleges with each Masters College Program, a distinctive feature of the model, should greatly enhance the development and success of the intern-instructor. The affiliated relationships, extending to various exchanges of faculty and administrative personnel, will provide the foundation for mutual interest and open communication. The central concern of the field experience coordinators of the Masters College centers will be to keep in touch with the immediate and long-range personnel needs of the affiliated community colleges, and to recommend needed placements of cooperative students and intern-instructors. The number and nature of these placements will vary from college to college and from year to year.

In the past, the problems encountered in intern programs have not resulted from outright rejection of the internship concept, but a lack of commitment by host institutions. A 1967 study of college teacher training programs by the Center for Research on Learning and Teaching at the University of Michigan, found that most of the 42 internship programs surveyed were departmentally based, with virtually all training exclusively controlled by departmental personnel. It noted two other factors limiting the success of these programs: (a) a lack of faculty interest in the training-supervision role and (b) a shortage of personnel assigned to carry out training functions. The Masters College centers should exercise the prerogative of not approving any institution for internship where the faculty concerned are not keenly interested.

2) Each cooperative community college should appoint a member of its faculty to act as coordinator for the one or more teaching interns, with time alloted for this responsibility. The coordinator's functions would include orienting the intern to special aspects of the institution's own program, including educational goals, curricula, and teaching-learning strategies; and fostering maximum contact with the total college community. Internships should begin in the fall semester or quarter to permit participation in the college's regular faculty orientation sessions, which are normally held at that time. The community college coordinators should annually appraise the intern program's value to their institutions and make suggestions for its improvement. In general, coordinators should assure that

a well-planned experience has been made available to the intern to facilitate his transition from student to faculty status.

3) The internship will take place after the student has completed his formal subject-matter studies. This helps to ensure that sufficient preparation has occured before the intern changes place in the classroom. It will also reduce academic burdens on the intern which are not part of the intern teaching-learning experience itself. It will also lessen the possibility that community college students will be exposed to someone who is insufficiently prepared.

4) Prior to the beginning of the academic year, interns should be brought together for an intensive, pre-service briefing institute at the Masters College center, with the participation of the affiliated community colleges.

5) The internship should be conceived as an in-depth immersion into the responsibilities of community college faculty, and should be directed to increasing teaching competency and stimulating further interest in the teaching-learning process. The intern can accomplish this through the practical trial of the teaching methods and techniques he has learned, with self-auditing by means of video tape, supplemented by the comments of master teachers and peers.

6) Each intern should be given full responsibility for courses and sections approximating two-third of a normal teaching load. As a practical laboratory experience in teaching, responsibility for two ,or three courses or several sections can serve as well as a full load. Sheer time in classroom teaching will not serve the purpose: as faculty, the interns will have more than enough of that. The intern should plan his work in consultation with the community college intern coordinator and other appropriate advisors, who must above all assure the intern's adequate preparation for the sake of his students. There are a variety of opinions on the degree of responsibility that should be assigned to a teaching intern. Our view is that by his fourth Masters College year an intern should be ready to help meet the actual needs of a community college as well as use it for a training laboratory.

7) The internship should be regarded as an intrinsic part of completing the faculty trainee's professional preparation. The intern's discharge of teaching responsibilities will require substantial additional subject-matter preparation in the form of plans and materials, in addition to becoming familiar with teaching-learning and administrative processes. It is suggested,

therefore, that satisfactory teaching performance be counted as two-third of his degree work during the intern year.

8) Interns should regularly share their problems and questions in small-group seminars devoted to their direct involvement in the teaching-learning process. In these sessions, the prospective teacher can examine his own experience, learning, and values. They should strike a balance between directed discussion and "skull busting" exchanges. The latter are useful, but care must be taken that they do not deteriorate into gripe sessions or evaporate into the clouds.

These seminars should begin with the realization that much bad teaching is the result of lack of recognition by faculty of how students are affected by different teaching styles. Relaxed "rapping" with their peers centered about video tapes of selected classroom performances should be a regular feature. While these evaluations may not change a sarcastic style, for instance, at least the intern will be forced to think about its impact on his students. At the same time, the sessions will afford opportunities to exchange information on strategies, techniques, and technologies. Finally, these sessions should be used by the interns to consider and discuss the intellectual questions and other concerns currently being raised by their students, and to explore ways of responding to them.

9) In addition, interns in the same field should be encouraged to organize workshops to explore the choice, organization, and presentation of subject matter.

10) In considering the question of intern guidance by community college faculty, it is important to distinguish between interns in the several Masters College streams. In particular, the intern who is preparing to be a general studies teacher will need sufficient autonomy to develop and conduct his interdisciplinary course. Rather than assigning him to a specialized and perhaps unsympathetic advisor, it seems preferable for him to have the advice and support of someone with more comprehensive interests, such as the instructional dean or a division chairman. It is essential that the community colleges associated with a Masters College center understand the need for a framework within which innovative general studies courses can be offered by interns. General studies interns may also be teaching within an academic department or program, and in this event should have a faculty advisor from the group responsible for the particular discipline involved.

11) Advisors of interns in traditional academic disciplines and occupational specialities should be highly experienced teachers who are well qualified to serve as consultant-critics to their

interns.

12) The community college intern coordinators and special advisors should be volunteers, selected from among the experienced, active staff of the cooperating college, with demonstrated interest in teacher development and exceptional instructional abilities. Candidates should be presented by the community colleges to the centers for approval well in advance of their appointment; a mechanism should be established by the centers for review and approval of these applications. This approach should not foster a return to the medieval concept of acolytes attending upon an academic priesthood; coordinators and advisors should function as primus inter pares.

13) Because a well-developed program will afford beneficial in-service experience to the community college coordinator or special advisor as well, he should be relieved of responsibility for, say, one course section for each two interns supervised. This might well be the course section taken over by an intern, provided he is treated not as a mere assistant but as the teacher primarily responsible for its direction. Such de facto full responsibility (even if it cannot be legal responsibility because of the laws of some states), together with strong support and guidance from the advisor, is most likely to encourage professional growth.

14) Prior to the start of the semester, the community college coordinator and/or special advisor should assist the intern in planning his instructional program and establishing learning objectives, developing course materials, etc. In addition, he should advise on, approve, and coordinate the collateral activities in which the intern will engage at the community college. These should consist of:

a) Observation of other teachers, including: a course of the advisor's in the intern's own academic area or field; courses in related academic fields; at least one course in the community college's transfer, career occupational, developmental, and continuing education programs. The latter is particularly important as part of the effort which should be made to break down divisions between night and day school activity. Each observational visit should incorporate post-visit discussion with the faculty member observed.

b) Student personnel services orientation: observing, and participating at the discretion of that staff, in the gamut of admission, registration, counselling, placement, financial aid, and student activities responsibilities. All interns should engage in some amount of supervised

individual student counselling activity.

c) Learning resources and instructional services orientation.

d) Community services program orientation.

e) Career program orientation: the academic dean should assign a specialist in such programs to arrange at least onespecial session each term for all interns at the college for specific briefing. In addition, all interns should visit typical local organizations hiring graduates of these programs.

f) Governance and administrative orientation: attendance at a minimum of one meeting of each of the following groups: board of trustees, faculty professional organization, president's administrative council, professional standards committee, a career program curriculum advisory committee. Also, as many meetings as possible of the academic or faculty senate and the faculty in the intern's academic area or field.

The interns should maintain a journal on these collatoral activities, recording their impressions, reactions, and questions as part of the process of self-assessment. These journals should be made available to his Masters College preceptor and intern coordinator for comment and guidance.

15) The community college coordinator's in-class observation visits as critic teacher should be graduated according to the stage of the intern's experience and his personal needs and progress.

16) The community college coordinator should prepare at least two evaluation reports over the course of the academic year, commenting on the intern's success in planning his courses, achieving the teaching objectives he has set for himself, and helping his students to master course material.

17) The intern's Masters College coordinator should meet with the community college coordinator at the community college regularly. The purpose of these visits would be to obtain progress reports, to observe the intern in action, and to discuss jointly any recommendations for improved intern performance. If the intern needs them, more frequent visits should be scheduled. At least the first such observation should be diagnostic in intent. Evaluative devices may be useful, supplemented by video tapes of intern performance and questionnaires to be developed by the centers. The Masters College coordinator should prepare one

interim and one final progress evaluation report, which should be available to the intern and his community college coordinator. The final report would incorporate the community college and Masters College coordinators' joint recommendation on acceptance of the internship experience as partial fulfillment of the requirements for the master's degree. All evaluative reports should be discussed openly and frankly with the intern.

18) The interns should be paid on a pro-rata basis by the employing community college at a beginning instructor's salary. Because of the commitment on the part of the host community college it represents, paid internship draws the future teacher more effectively into the full intellectual and organizational activity of the institution. For the intern, reasonable compensation signifies the seriousness of his duties, and will often be indispensable for those who are self-supporting or have family responsibilities.

Chapter 8

A RESOURCE EXCHANGE FOR COMMUNITY COLLEGE DEVELOPMENT

In his 1967 study of the problem-solving resources used by new community colleges, Phillips Ruopp found that state colleges and universities were cited by only 25% of the one hundred and nineteen responding institutions as the source of consultants and advisory literature at the state level. This fact seems to confirm statistically the opinion commonly held by community college leaders that their colleagues in the senior institutions have for the most part viewed the community college boom with detachment if not dislike. The incentive of federal funding for the in-service training of community college faculty was not available to stimulate the interest of four-year institutions until 1969, when the first training grants were approved by the U. S. Office of Education under the Education Professions Development Act (Part E).

The Masters College concept calls for a pattern of instruction, consultation, and research in which the affiliated community colleges play an integral part. It is necessarily collaborative. Because it is built on student and faculty involvement in the life of two-year colleges and the local communities they serve, it is possible to think of a Masters College program as the nucleus in a network of activities and resources which can be tapped by all of the system's members with the help of information and guidance provided from the center.

Through its Masters College program, the parent college or university could become the most vital source of development assistance for both established and new community colleges. Beginning with its integrated program for full-time students, each Masters College center could develop supplementary resources for the benefit of participating community colleges. Principal among these might be:

1) A clearing house for resolving problems of articulation between two-year and four-year colleges that stresses mutual accommodation to substantive educational questions and goals rather than formal considerations.

2) An in-service teacher training program, evolving in time into an in-service doctoral program.

3) A consultive exchange which would make available not only the senior institution's resources but those of the community colleges themselves, encouraging and facilitating their regular use.

4) A materials development and exchange program, with emphasis on learning resources for general studies.

5) Joint experimentation and research on teaching and learning, student counselling, and institutional self-renewal. The emphasis should be on the application of research findings by the cooperating community colleges and the Masters College Program itself rather than publication for the professional benefit of the individual faculty member.

Because it was of the greatest interest to those consulted in the course of this study, the question of an appropriate Masters College in-service program needs to be examined at some length, realizing that this feature represents an important adjunct to the central role of preparing new qualified teachers for the community college.

In-Service Training and Institutional Change

The centers' pre-service graduates will risk strangulation in their attempts to promote needed changes in the aims, content, and methods of teaching and learning unless enough of their faculty colleagues in the community colleges share to some degree their outlook and approach. This study has called for an orientation which is substantially different from most current practices. Any program designed in accordance with its premises will produce teachers who will be confronted by institutional inertia and faculty resistance to the attitudes and practices they hopefully will have absorbed during their training. If the Masters College faculty believe in the validity of their approach, and really seek change in the community college, the innovative activities of its graduates will need understanding support.

Further argument for the centers' involvement in in-service education can be found in the literature of the community college movement, which constantly reiterates the need for professional refreshment and adequate opportunities for continuing growth on the part of all faculty. The American Association of Junior College's 1969 survey of in-service training needs revealed that less than 4% of the responding two-year college presidents considered workshops and short courses to meet their in-service training needs "adequately available." Furthermore, nine out of ten preferred a training site within fifty miles, and almost six of these wanted it located on their own campuses. The overwhelming need for in-service training felt by the presidents was in remedial education and the methodology of teaching and learning.

In commenting on current in-service programs on community college campuses, faculty participants interviewed by Garrison "typically...criticized these as haphazard, 'off-the-cuff' and 'a bunch

of people getting together fairly regularly to pool their ignorance.' When asked for suggested remedies for this situation, most of them felt that the help of expert outside consultants working with special faculty groups to plan in-service programs, was a good solution."

The proximity of the Masters College centers to their cooperating community colleges, the availability of professional faculty trainers and resources, and the centers' ability to provide an off-campus setting for job-related learning, would make them eminently suitable for the development of imaginative in-service training programs.

Both credit and non-credit opportunities could be made available. Successive refresher and stretcher courses could be offered not only for faculty but also for administrators and trustees. The in-service programs could address the largely neglected requirement for non-credit conferences and workshops at the important middle-management level--division and department chairmen, program directors, assistant and associate deans. The growing pains of community colleges throughout the country prove that these administrators could benefit from a critical examination of their responsibilities and the means for coping with them.

Since considerable in-service training responsibility should remain on the local campuses, the centers could work with the administrators and faculty members directly charged with planning and implementing the programs. Among the matters of specific concern to those individuals will be theories of change and the diffusion of innovation, guidelines for the organization of in-service training, and a wide range of ideas and developments in curriculum and instruction.

The substance of all in-service sequences should reflect the specific, identifiable needs of the cooperating community colleges. It is likely that these will include attention to trends in the broad area of community functions; recent thinking about ways to facilitate student learning; reconsideration by the participants of their approach to such matters as curriculum content and organization, college governance, and community service activities; and efforts to stay abreast of developments in subject-matter fields.

Even where courses are taken for degree credit, the centers' in-service sequences should not be viewed as mere extensions of their participants' graduate studies. They should provide a framework for the systematic review of present performance and the planning of new approaches. There is no justification for conducting in-service programs if they only afford a superficial orientation to the purposes and programs of comprehensive community colleges.

Faculty respondents in Garrison's study were emphatic that there is need for "real quality in any in-service offering. 'None of this half-baked, casual stuff,' said one. 'I've experienced those and they're worse than nothing. People get their hopes up, suffer through a couple of perfunctory sessions, and drift away.'" Garrison's Master Teachers Institute, and others like it now being held each summer, are progressive steps in the improvement of in-service faculty training.

The professional quality of the Masters College Program's attack on curricular and teaching competency issues, as well as the pressure which the cooperating community colleges can exert, should ensure that its in-service courses tackle precisely targeted problems with intellectual verve.

Advice and Materials

Considered collectively, a Masters College faculty and their community college colleagues will possess a large store of knowledge about higher education and its organization and development. In the initial phase of a center's development, faculty time for outside consultation not directly related to its pre-service program will undoubtedly be severely limited. After this foundation is in place, however, it should be possible for the core faculty to turn to the development of a consultive system which will not only make use of their own talents but also those of others in the host institution and selected faculty members in the cooperating community colleges.

When this point is reached, it would seem preferable to concentrate on the development of consultive resources related to those community college interests and needs which reflect the teaching and learning responsibilities of the institution. Priority should be given to questions involving the institution's educational purposes and organization, faculty, instructional and counselling programs, and self-evaluation. Later, the range could be extended to include in-depth resources in community services and relations, finance, plant and facilities.

The most important feature of such a consultive system is continual person-to-person communication between the individual responsible for liaison in one or more of these areas with the key contact in each of the associated institutions. They must be kept directly informed about the resources available and stimulated to explore their possible uses. The man or woman chosen for this liaison responsibility need not be a Masters College faculty member; he could just as well be picked from the faculty of one of the community colleges. Whatever his base, he would obviously have to be freed from some of his regular duties. As additional leadership in a particular field emerged, the

liaison function could be rotated. Furthermore, policies spelling out the conditions and limitations of part-time consultation, including rates of compensation, would have to be formulated.

Developing a Masters College Program as a source of advice and guidance for community college development has the decided advantage of keeping the consultant close to the scene, making follow-through easier. It establishes a collaborative relationship between faculty members that should benefit not only those consulted but also the consultant and his institution. It assures a multi-directional flow of ideas and encouragement.

Needs for teaching materials and proposals for their development can be passed via this channel from a faculty group in one community college to their counterparts in both other community colleges and the Masters College host institution. Liaison personnel will be aware of available resources or how to pinpoint them. They can play the coordinating role until a materials development project is organized and operating under special leadership. Starting with the materials needed for integrated general studies, the materials development function of the Masters College Program as a resource exchange could be expanded to include traditional academic subjects, core technical studies, and even technical specialties.

Questions may be raised regarding alternative ways of providing adequate advisory services and developing new materials, and there is no doubt that it could be done differently--for example, through pooling regional community college resources without the participation of a university. But at present there seems to be no highly persuasive example to point to, not even multi-campus community college districts. One analogy that argues for locating these resources in a Masters College center is the Federal Extension Service of the U. S. Department of Agriculture. But unlike the FES, which is peripheral to the academic programs of land-grant universities, the extension activities of the Masters College Program--whether in-service training, consultation and demonstration, or materials development--will be close to the heart of the whole concept, the pre-service preparation of community college teachers. Unlike the agricultural student, the Masters College student will be part of a program which is based equally on his own campus and in the halls of the institutions where he plans to make his career.

Research and Experimentation as Joint Activities

What stance should the Masters College Program take toward research? What research competence, if any, should its graduates be able to command? What kind of research problems should engage

its faculty?

A simple answer would be that a Masters College Program should preoccupy itself exclusively with the arts of teaching and learning. But in this case a simple answer would be simplistic. Teachers need to understand the importance and use of the process of raising significant questions and attempting to answer them through systematic investigation which is consistent with the standards of definition, observation, and verification associated with the scientific method. Practice is the best way to find out what happens when a method is applied. Those who have only heard about it tend to have a comparatively undifferentiated and static image of research. College teachers should have enough exposure to research activities to grasp their dynamic quality. It is characteristic of good college teaching that it conveys a subtle combination of well established and newly discovered knowledge. The student also needs to be introduced to the means that are used to discriminate between valid and invalid hypotheses or presuppositions, significant and insignificant information, legitimate and questionable generalizations.

A type of research is involved in the organization of any course and the preparation of instructional materials and evaluation devices, particularly when the learning strategy recommended in this study is used. At the institutional level, it is essential for community colleges to maintain on-going research to develop better instructional programs. The Masters College centers and their associated colleges should serve as testing grounds for new methods, technologies, and materials. Arthur Cohen asserts that a community college "should be concerned with instructional forms--not with loud advertisement that its instructors are not researchers. As long as such a defensive viewpoint dominates, the rigorous examination of instruction itself and...the effects of instruction, will remain limited." He concludes that community colleges "must not only study instruction /but/ lead in the development of instructional theory."

The fundamental responsibility of community colleges is to create a self-renewing environment for learning. Yet we possess little systematic knowledge about why students learn or the role of the teacher in the learning process. The people most concerned about research in this area should be those who make teaching their profession. This suggests that they should also be qualified to carry out some of the research. A Masters College Program should familiarize its students with the methodologies and literature of research aimed at improving college teaching, with particular emphasis on the student's own academic field. Beyond reading about teaching and learning research, they should have to do some, inspired by the example of their teachers. If the Masters College centers themselves do not undertake research to improve their own programs, they will fail to encourage their students to develop

experimental and self-critical attitudes.

Center research policies should ensure that their instruction-related research and development activity is carried on jointly with cooperating community colleges. Cohen and Brawer have noted that "to be effectual in changing practices in education, research must be indigenous. University-based researchers can design studies and make recommendations; however, change directed to satisfying the peculiar needs of junior colleges must result from studies conducted within them."

In our judgment, this principle is fundamental and applies to all forms of research, experimentation, and resource development which may be of any direct benefit to a community college.

Despite the advantages and safeguards of joint research and development activities, the centers' leadership should not overlook the fears of many commentators that research preoccupations might become dominant among many faculty in the proposed graduate institutions and their related colleges. There is ample evidence that research is often promoted for institutional or faculty aggrandizement. Research activities must not be allowed to become ends in themselves that eat away the time that faculty should devote to other aspects of their teaching responsibilities. Consideration should be given to establishing standards for maximum proportions of total faculty time that can be devoted to research.

Since 1969, the faculty of California's Orange Coast Junior College District have been encouraged to apply for grant funds and partial leave to engage in teaching-related research designed to improve instructional programs and student learning. Those directing this program express no fear that it will distract faculty from the District's first concern, the education of its students. Grant applications are judged on the basis of their potential contribution to student learning.

The commitment to build a cooperative research program on learning processes and teaching methods can stimulate intellectual excitement, creativity, and dedication among the faculty of both the proposed centers and the community colleges working within them. The students should be the ultimate beneficiaries--which is, after all, the goal of the Masters College Program as a resource exchange for community college development.

A Two-Way Street

In everything that has been said in this chapter about the relationship between the Masters College centers and their affiliated community colleges, we hope it is perfectly clear that we are talking

about a functional network growing out of mutually useful cooperation rather than a formal structure which makes one of the parties superior in some sense to the others. That is why we have stressed the exchange, or transactional, aspect of the concept rather than labeling it a resource "center," which would have connoted a collection of advisors and materials in one place.

Rather than fencing in any participating institution, we feel that none of them should be constrained from acting freely to meet its own needs or come to grips with general community college problems. The first principle of an effective resource exchange is communication. A serious commitment to communicate concerns is the starting point for change and development in each of the associated institutions, including the Masters College center. Whatever formal organization of the resource exchange may be necessary should be designed to facilitate joint action without compromising the independence of its members.

Part II: Implementation

Chapter 9

ESTABLISHING MASTERS COLLEGE CENTERS

The original proposal for this study committed us to evolve "the framework and guidelines for the development of the Masters College," assuming that there was substantial evidence of need and of the model's validity. More specifically, the proposal called for:

1) Studies of potential site locations, which would include exploring the possibilities within existing college and university systems.

2) Communication with agencies which might support and accredit the Masters College Program.

3) Cost analysis studies to determine financial needs and potential funding sources.

The project director originally had in mind the establishment of a single model to serve as a demonstration of the Masters College concept. It later became evident, and was recommended by Edward Cohen in his preliminary study, that the initial demonstrations should not be confined to a single area or institution. Furthermore, favorable responses from community college leaders and others multiplied into requests for individuals and institutions to participate in the development of Masters College programs. This endorsement of the idea encouraged us to move toward its early implementation. Accordingly, we invited representatives from several selected colleges and universities to a conference in July 1970 at Dayton, Ohio, to consider the possibilities of establishing Masters College centers within their own institutions. Following this conference, the five institutions listed below decided to enter into a joint project to initiate Masters College programs which might begin as early as 1972.

Governors State University
Park Forest, Illinois

Rutgers University
New Brunswick, New Jersey

Stockton State College
Pomona, New Jersey

University of Massachusetts
Amherst, Massachusetts

Western Washington State College
Bellingham, Washington

These colleges and universities represent four separate geographic areas of the country and all of them now have the clear potential for building working relationships with a cluster of community colleges. Other institutions have indicated interest in the possibility of founding Masters College centers. We are proceeding with the institutions named above, expecting that additional centers may develop later in different areas. Expansion of the Masters College Program is being encouraged only to the extent that there is genuine interest and the possibility of creating centers which will incorporate the concept's distinctive features.

Considerations

With due allowance for the structure and policies of the parent institution, the central considerations in the establishment of a Masters College center can be listed as follows:

1) The flexibility of organization and personnel needed to combine the upper two baccalaureate years and the master's degree in a unified program that would integrate substantive content and methodology in preparing students for community college teaching.

2) A calendar and curriculum making use of the full twelve months of the year, so that all students during the first three years of the program can alternate periods of on-campus study with work experience away from the college. Students would spend their fourth year as intern-instructors in residence at a community college.

3) The creation of a core faculty of some twelve members identified on a full-time basis with the Masters College Program. Ten of the twelve would be devoted to the teaching-learning curriculum of general studies and to preceptorial responsibilities for all students in the Masters College Program. The other two faculty members would be concerned with the advising and placement of students in off-campus experiences and internships. The number of core faculty members suggested is based on a projected eventual enrollment of three hundred students for the three-year program in residence at the Masters College center, with one hundred and fifty on the campus at any one time. An additional one hundred students would be interning out-of-residence at a

community college. The staffing and other costs are estimated for a total enrollment of four hundred students.

4) The availability within the host institution of departments and programs with specialized courses open to students preparing to teach established academic disciplines or occupational subjects. Some of these specialized needs--e.g. for certain occupational specialties--might have to be arranged outside the parent college or university.

5) The possibility of working out productive relationships with a cluster of community colleges ready to participate actively in the development and operation of the Masters College Program. A number of graduates from these associated colleges would undoubtedly enroll in the Masters College Program. A Masters College center could also serve as a resource for the in-service training of the faculty and staffs of the affiliated community colleges.

6) Preliminary studies on the costs of running a Masters College Program indicate that once the program is established and attains an enrollment of some four hundred students, it can be largely self-sustaining. Although parent institutions would have to be sufficiently interested in the potential of the program to invest some of their own funds at the outset, the appeal of the program is such that supplementary seed money to help initiate centers might be secured from federal or state governments or from private foundations.

The Role of Affiliated Community Colleges

Deeply imbedded in the Masters College concept is the crucial factor of a solid working relationship between a cluster of community colleges and each of the centers engaged in preparing community college teachers. Our study at this point does not suggest any formal or corporate structure of affiliation. It can be expected to take various forms, depending on local conditions, but it is possible to outline the attributes of a mutually beneficial relationship as it might be viewed by an individual community college.

1) Affiliation with a Masters College Program would be on a voluntary basis. Those community colleges forming the cluster of affiliates would be in geographic proximity to a Masters College center, though no fixed territorial limits need be imposed.

2) Community colleges affiliated with a center would have representation on an advisory board concerned with the development and administration of the program.

3) Some members of the Masters College faculty would be selected on a leave-of-absence basis from the affiated community colleges.

4) As an affiliate, a community college would be expected to emply Masters College students as intern-instructors when conditions permitted, usually for two-third of a normal teaching load. The number and type of interns would vary from year to year with individual community college needs and with the candidates available. The Masters College Program's aim is to prepare interns in three areas of teaching: general studies, specialized academic disciplines, and occupational subjects. Interns will have devoted three years to substantive preparation for their chosen field of teaching, combined with off-campus experience designed to broaden their understanding of the climate and purposes of the community college. Particularly in the general studies area, the Masters College Program would make available well-prepared teachers to serve a widespread need of community colleges.

5) A Masters College center would be enrolling from community colleges a number of its students who are interested in teaching, thus offering an unmatched opportunity for graduates of its affiliated institutions.

6) The interchange of students and faculty between the center and its affiliates would provide mutual benefits, both direct and indirect. The center can serve as a resource for the in-service development of the faculty and staff of its related community colleges.

Institutional Setting

A possibility raised in the original project proposal to the Office of Education was that "a new college...is needed, to bring together...a competent staff, to develop a new model for educating prospective junior college teachers." The desirability of establishing a completely autonomous and presently non-existent institution was not borne out by our investigations. Creation of new physical plant seems particularly questionable: subventions for graduate school capital development have been eliminated from the federal budget and are not likely to be restored in the near future. State governments are already hard pressed in apportioning the funds available for higher education. Private foundations traditionally have not been enthusiastic about grants for bricks and mortar, and the trend has been to further restrict funds for this purpose.

Moreover, as the original proposal noted, there would be major advantages for the Masters College programs if they were located

within established colleges and universities. This would offer immediate opportunities for technical assistance, academic status, and accreditation which would not be possible if they were started from scratch. The credibility of the programs will depend to some extent on the availability of a critical mass of educational resources which cannot be created overnight. The Masters College centers will have to draw on the faculty, library, and other resources of exicting graduate institutions to provide the necessary range of courses and the flexibility of individualized programming.

For these reasons, the conclusion of this study is that the programs ought to be located and organized to permit them to pool the academic and research resources of established undergraduate and graduate schools, together with the "laboratory" resources represented by the cooperating community colleges. Consequently, the pilot programs are being launched as adjuncts to colleges and universities possessing well-developed undergraduate and graduate facilities, or as units within new institutions with adequate means for developing the needed resources. This is especially desirable as a means of furnishing demonstration models. Successful experience is more likely to inspire similar ventures if it occurs within the mainstream of higher education rather than in isolated settings protected from typical public pressures.

At the same time, the overwhelming consensus among the many people consulted underscores the importance of establishing the semi-autonomous status of the programs within their host institutions. This might, of course, impose on them the necessity of meeting certain reciprocal conditions imposed by their sponsoring institutions. The terms of the relationship should reserve to the programs sufficient independence and control over their affairs to permit the creation and development of a distinctive enterprise. The conclusion that emerged from discussions with leaders of the community college movement was that this normally would not be possible if the new centers are submerged in the organized departments or schools of existing institutions, and subject to conventional standards and procedures.

Too many significant departures from present philosophy and practice are called for to expect that the Masters College Program would be given enough latitude within existing undergraduate and graduate schools of education. It was noted that many university educators are skeptical of, or even hostile to, the thrust of community college education. Those who stressed this fact were afraid that graduate faculties offering the traditional Ph.D. would treat any alternative program to prepare college teachers as second class, especially if it married undergraduate to graduate education. To

avoid such foreseeable eventualities, it was strongly recommended that the Masters College Program should function as a relatively free-floating "bubble" within the host institution, reporting directly to its president.

The uniqueness and quality of the Masters College Program lie in effectively combining its several different features as a functioning unit. In amalgamating the program with a college or university, it should be able to function as an identifiable whole within a parent institution, and in a working relationship with a cluster of community colleges. While operating as an organized unit, the Masters College Program would function in harmony with and contribute to the larger purposes of the parent institution.

Selecting Students

The quality of the Masters College Program depends on the quality of its students and faculty. By now, however, it should be unnecessary to mention that we are not using the word "quality" in the usual academic sense. Masters College centers will be looking for particular qualities among their applicants, qualities which can be formulated with some exactness in relation to the roles of the community college teacher and the nature of Masters College education and training for these roles.

One point must be hammered home at the outset: the Masters College Program is not intended in any way as an elite venture. On the contrary, consistent with the principle of prefiguration, it would seek to attract as many students as possible from the community college and to reflect it heterogeneity.

Since they will be offering an unparalleled, sharply-focused program, we anticipate that the centers will receive large numbers of applications. One of the appeals of the program is that it opens up a clear but flexible and various road to a calling just at the point in their lives when a majority of undergraduates are expected to make a serious decision about their major field and its relation to preparation for a profession.

We are not naive enough to believe that the selection procedures available to the Masters College centers will be sophisticated enough to unerringly pick out the best prospective teachers from among the applicants. In thinking about the problem of selection, we have been reminded of Joseph Adelson's observation in The American College: "Discussions of the good teacher are likely to leave us more uplifted than enlightened. The descriptions we read generally amount to little more than an assemblage of virtues: we miss in them a sense of the complexity and ambiguity that we know to characterize the teacher's work."

There are obvious things that a Masters College center will look for in its applicants: a sense of purpose, knowledge of and interest in the community college, serious commitment to becoming a community college teacher, evidence of voluntary or paid activities related to teaching, range of intellectual and other interests, academic progress and achievement, work experience, interest in people as individuals. But this kind of catalogue is too easy to compile and means little in relation to a teaching career unless ways are found to gather candid information about the candidate from those who have observed him in many different situations. In considering hundreds of applicants, how is the Master College faculty going to be able to round up honest answers about the creativity, risk-taking capacity, and personal security of each of them? There are some partial solutions to the selection problem, but they are not simple and inexpensive.

We recommend an open-ended, experimental approach to admission standards and procedures in the beginning, and the use of any technique, such as the staging suggested in Chapter 7, that involves direct observation of the candidate's interaction in a group.

Faculty Selection: Advice from a Community College

If the Masters College approach to teacher training is indeed unique, this claim prompts an immediate question: who will teach the teachers? It would be a mistake to assume that the responsibility for developing a Masters College Program can be given to even the most open, imaginative, and energetic faculty group without special preparation.

The first step in initiating a center is to merge the process of program design with the selection and training of the core faculty for the program, who must themselves serve as individual examples of good teaching.

In thinking about guidelines for faculty selection, it is helpful to recall the advice of a stimulating group of teachers and administrators at a Texas community college that was just entering its third year: the College of the Mainland in Texas City.

Despite its present cramped and inadequate quarters, this new institution is having a substantial effect on the perspectives and attitudes of a community which by most criteria would be classified as fundamentally and traditionally conservative. The College has created a setting in which a socially and ethnically mixed student body is growing in its understanding of one another's goals and problems. Its achievements are testimony to the importance of extremely careful and lengthy process used in recruiting faculty, and the vigorous part played by its top leadership in strengthening the

faculty's commitment to institutional goals.

The issue of faculty selection was discussed with a considerable number of deans, department chairmen, and teachers at the College of the Mainland. They agreed that there is no quantifiable "litmus test" for identifying desirable characteristics. Moreover, they said, no faculty should be made up of "look-alikes." But they were able to list a number of questions which they felt should be answered in the affirmative in considering candidates for a Masters College faculty (and, of course, its students):

1) Does the candidate react to the philosophical assumptions of the Masters College Program with insight and appreciation?

2) Does a spirit of experimentation, a willingness to question conventional goals and try new approaches, perhaps a frustration with the way things are presently done, mark his attitude?

3) Does he view students as people, not as unavoidable problems but rather as challenging, rewarding participants in a mutual undertaking?

4) Does he think of himself as a generalist in relation to his total academic responsibilities, rather than a specialist in some specific subject area?

5) Will he react objectively when typical college problems are thrown open for airing and possible solution, without repressing his real feelings?

6) Is his manner and style of presenting facts and ideas capable of stimulating students?

7) Does he display a tolerance for ambiguity?

For one group with a stake in the answers, these questions establish the standards which should be honored in choosing the individuals who in the last analysis will determine whether or not the Masters College example will enlarge the sense of purpose and vitality which is still too rare in community college teaching.

The Core Faculty

The core faculty of each Masters College center will provide its central direction, including both the academic and field experience aspects of the program. They will be responsible for the general education curriculum for all students and serve as their individual preceptors. A major segment of the faculty's work will be concerned

with the professional preparation of students who elect to teach general studies in the community college. The specialized preparation of those who wish to teach established academic disciplines or occupational specialties will be arranged with other schools and departments of the host institution, and with outside technical training facilities.

The selection of the first group of core faculty is of the most fundamental importance. It should be composed of teachers and teacher-scholars with varied backgrounds in the fields of communications, mathematics, the natural sciences, the social sciences, the humanities, educational practice and research. Some of the core faculty must be identifiable as able practicing teachers with community college experience. The task of selection will hardly be a simple one. The response of university, four-year college, and community college teachers to the Masters College idea gives us reason to believe that superior and dedicated core faculty members can be found, some at least from among the younger scholars who are looking for creative opportunities in college teaching.

Some lead-time is essential for the orientation of core faculty to their roles and the design and organization of a center's specific version of the Masters College Program. In the case of the five state colleges and universities actively planning programs, it seemed advisable to join in a combined effort as soon as possible to forge basic guidelines for the curriculum and teaching styles needed to prepare general studies teachers.

Launching the First Centers: A Faculty Training Project

The five state colleges and universities developed the following joint plan for the orientation and training of six prospective core faculty members from each institution. This project is centered on the training of faculty in the design of general studies of the most universal scope, relating them to the many levels of human society from local to global. The designs will be based on a conscious and critical assessment of the impact of general studies on the personal growth and career of the community college student. The project will also train its participants in appropriate styles of teaching and learning in the community college, with particular attention to minority group students from economically and socially deprived backgrounds. Specifically, the areas chosen are those discussed in Chapter 4: Developmental Studies, Environmental Science and Ecology, Growth Factors in Changing Societies, Human Learning and Development, and Values and Human Culture.

The training project will have six specific objectives:

1) To train the project faculty in working through the issues and possibilities of general studies, arriving at one or more

workable programs, including materials, methods of teaching and learning, and off-campus experience.

2) To facilitate the sharing of knowledge and experience between the faculties of cooperating community colleges and the institutions developing Masters College centers.

3) To involve both undergraduate and graduate students in the training process.

4) To enhance faculty recognition of significant content, and of alternative content to achieve the same or similar goals; styles of teaching and learning; the range and applicability of educational technology; differing characteristics of students, many of whom come from circumstances in which poverty and social barriers have shaped their experience.

5) To train faculty who can enlarge and strengthen general studies through the use of academic disciplines; non-academic involvement such as living-learning residences, independent study, and off-campus experience; and teaching internships.

6) To engage the faculty trainees in understanding and interpreting the impact of general studies on the personal and career development of the student.

The construction of the general studies curriculum has been chosen as the first phase of detailed planning because its special conceptual problems will require a major effort. Equally important, it will clarify the philosophy of the program and generate unity for the long-run development of the centers.

Project Structure and Activities

Each of the five institutions in the training project consortium has agreed to undertake the development of one area of general studies:

Component	Institution
Developmental Studies	Rutgers University
Environmental Science & Ecology	Western Washington State College
Human Learning & Development	Governors State University
Growth Factors in Changing Societies	Richard Stockton State College
Values and Human Culture	University of Massachusetts

A group of six selected faculty members at each institution will

make up a team for training in the Masters College Program. It will consist of a training director, an inter-institutional training leader, and four faculty trainees. The inter-institutional leader and each of his four faculty colleagues will be individually assigned to one of the five proposed general studies components. Representative students and faculty members from community colleges adjacent to the five institutions will also participate in each inter-institutional team.

Each training leader will coordinate the efforts of an inter-institutional group of five trainees--one from each institution--concerned with one area of general studies. The leader will be located at the institution responsible for the component. He will be responsible for training sessions and communications regarding the guidelines for content and methodology in his area of general studies.

Each training leader will convene his study group for two five-day conferences, approximately six months apart, preceded by individual preparation. There will be, then, ten working conferences during the year covering the five general studies components. They will ultimately produce guidelines for curricular development in all five areas of general studies.

The training director at each institution will hold monthly meetings with his five faculty trainees to exchange information and ideas gained from the inter-institutional groups and each individual's personal study. These sessions will aim to enhance each institution's contribution to the work of the inter-institutional groups and to develop the foundation for the general studies program of the institution.

At the conclusion of the training project, a core of six faculty members will be ready to assume leadership within the core faculties for the general studies and preceptorial guidance of future students in the Masters College Program's several professional streams: general studies teaching, academic specialization, and occupational education. In addition, they will be primed to work with their community college colleagues in designing and conducting in-service training programs for faculty and administrators in associated community colleges.

The training project will foster close consultive relations between the core groups, so that they can serve one another as resources for further planning of Masters College centers at any of their institutions, as well as consultants to others who may wish to take part in this venture. The community college faculty who advise these groups will be laying the groundwork for the participation of their institutions in the programs. And finally, the training project will yield model curricular plans in each of the five projected areas of general studies. These models will not only

furnish the basis for long-range curriculum development within Masters College centers at the five institutions, but will be accessible to anyone who is interested in making use of them for related purposes.

The future of the five pilot programs will depend on the availability of adequate funding from federal and state agencies, local community college districts, and private sources. The degree of commitment by the five institutions, and by the community colleges which have demonstrated their enthusiasm for the Masters College idea, argues strongly in favor of a decisive investment in preparing teachers for the vital educational and social purposes of the American community college.

Funding the Training Project

The consortium of five prospective Masters College host institutions applied to the U. S. Office of Education for funds to support the training project described under Part E of the Education Professions Development Act. Unfortunately for the progress of the Masters College Program, the proposal was only partially funded. The original proposal had assumed that training faculty to prepare general studies teachers for community colleges would emphasize the teaching of disadvantaged students. Consequently, a small grant was made by the Office of Education to enable the five institutions, in cooperation with Kennedy-King community college in Chicago, to carry out two four-day workshops for teachers of disadvantaged students. It involves faculty members from the five institutions and related community colleges. The workshops will explore (1) the attitudes, skills, and adaptable styles of teaching and learning for disadvantaged students which should apply to all subject-matter areas; and (2) particular forms of curricula which might more appropriately serve the interests and needs of disadvantaged students. Funds are still needed by the consortium to mount the larger project to train core faculty, the first full step toward establishing its five Masters College centers.

Budgeting for Permanence

With respect to the financing of the programs, there was general concurrence that the only appropriate continuing sources of support were the host institutions themselves, with the normal assistance of higher education or community college agencies at the local and state levels. The host institutions would be colleges and universities which recognize the validity of the programs and are prepared to assign them a portion of their resources. Such institutions will usually be tax-supported and therefore have some obligation to assist the public two-year college.

Since state and local education agencies play a prominent role

in providing leadership, coordination, and financing for community college development, they are also a logical source of long-range financial support for Masters College centers. Support by state agencies was not viewed as precluding regional arrangements to fund particular programs where teacher demand and geographic factors justified multi-state cooperation. In addition, there was agreement on the importance, if not the indispensability, of funds from federal sources and private foundations during the formative period. Such funds were regarded as particularly useful if they made possible an incubation period of one to three years to staff and design each program. In budgeting, it was suggested that the basic program might be built with the resources contributed by the host institution and state agencies, with additional activity made possible by contributions from other sources.

How much would a Masters College center cost? The following projection is illustrative. It consists of a "pro-forma" operating budget based on approximated income and salary schedule, State of Illinois, 1971-1972. The format used provides two columns for expenditures--one headed "direct costs," the other "charge out." Under the first heading are included costs of personnel and services relating solely to the Masters College Program. The second heading is comprised of services which will be "bought" from the parent institution. A summary "charge out" item is an arbitrary figure based on the estimated amount of income available.

Costs have been estimated on the basis of an established program with a projected enrollment of 300 in the first three years of the program (150 in residence at one time) and 100 in the fourth year of internship out-of-residence.

The core teaching faculty of ten (10) gives an on-campus ratio of 15/1. This faculty provides the curriculum of general studies and preceptorial functions for all students. The core field-placement faculty of two (2) would handle the advising and placement of students in their field experiences during the first three years and the intern placements in the fourth year.

Courses in specific disciplines and occupationally-oriented specialties would be provided by various faculties and departments of the parent institution, or by external organizations when unavailable on campus.

ESTIMATED BUDGET FOR A MASTERS COLLEGE PROGRAM

(Based on approximated income and salary schedule, State of Illinois, 1971-1972)

1. For first three years of the program:

Income

Student Fees:	300 x $380	$114,000
State Aid:	300 x $1,350	405,000
Additional State Aid for graduating students, third year		45,000*
Total Income		$564,000

Expenses	Direct	Charge-out
Dean (12 months service, 15% fringe benefits)	$ 26,000	
Secretary (12 months service, 15% fringe benefits)	6,000	
10 Core Faculty (12 months service, 15% fringe benefits)	240,000	
2 Secretaries (12 months service, 15% fringe benefits)	12,000	
2 Field Placement Faculty (12 months service, 15% fringe benefits)	48,000	
Secretary (12 months service, 15% fringe benefits)	6,000	
Travel (Field Placement and other Faculty)	3,000	
Non-core specialized course charges		100,000
Other Charge-outs: for such items as: General Administration, Admissions, Office Services, Plant Maintenance and Operation, Publications and Publicity		123,000**
	$341,000	$223,000

Total Expenses: $564,000

ESTIMATED BUDGET (Continued)

2. For the fourth year (Internship)

Income

Student Fees: 100 at 1/2 fees	$ 19,000
State Aid at 1/2 graduate rate of $1,125	112,500
Total Income	$131,500

Expenses	Direct	Charge-out
Payment to Participating Community Colleges (50 faculty members, one half time)	$45,000	
Exchange faculty (to allow for field visits of Core Faculty and one resident Community College faculty member)	36,000	
Overhead, etc.		50,500**
	$81,000	$50,500

Total Expenses: $131,500

*State Aid for graduate students is $2,250. This means $900 additional for 100 students for one half of third year (100 x $450), when they would in effect be graduate students.

**Arbitrary figure taken to balance with income.

NOTE: (1) It is recognized that a Masters College center could not start at full enrollment and that there would need to be supplementary financing at least during the first three years.

(2) No estimates have been made for costs on a modified shortened program for occupationally skilled persons who wish to prepare for teaching, but this should be largely self-supporting.

Appendix A

MEMBERS OF THE ADVISORY BOARD

MASTERS COLLEGE PROJECT

Mr. Edward Booher	Board Chairman McGraw-Hill Book Company 330 West 42nd Street New York, New York 10036
Mr. David Bushnell	Director Comprehensive and Vocational Education Research U.S. Office of Education Washington, D.C. (on leave) Advanced Study Fellow Battelle Memorial Institute 1755 Massachusetts Avenue, N.W. Washington, D.C. 20036
Dr. Joseph P. Cosand	President Junior College District of St. Louis Clayton, Missouri 63105
Dr. Edmund J. Gleazer, Jr.	Executive Director American Association of Junior Colleges 1315 16th Street, N.E. Washington, D.C. 20036
Dr. Reamer Kline	President Bard College Annandale-on-Hudson, New York 12504
Dr. Robert McCabe	Executive Vice President Miami-Dade Junior College Miami, Florida 11380
Mr. Bruce McPhaden	Division Manager Rod, Bar and Wire Division Kaiser Aluminum, Box 611 Newark, Ohio 43055
Dr. Jerome Sachs	President Northeastern Illinois State College 5500 North St. Louis Avenue Chicago, Illinois 60625

Dr. Norvel L. Smith	President Merritt College 5714 Grove Street Oakland, California 94609
Dr. Seymour Smith	President Stephens College Columbia, Missouri 65201
Dr. Herbert Stallworth	President College of the Mainland Texas City, Texas 77590
Dr. James L. Wattenbarger	Director Center for Higher Education University of Florida Gainesville, Florida 32601

Appendix B

INDIVIDUALS CONSULTED

Professor Duane D. Anderson, School of Education, University of Iowa, Iowa City, Iowa 52240

Dr. Gustave Arlt, President, Council of Graduate Schools in the United States, 1385 Massachusetts Avenue, N.W., Washington, D.C.

Dr. Verne S. Atwater, President, Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017

Dr. Milton G. Bassin, President, New York City Community College, 300 Pearl Street, Brooklyn, New York 11201

Dr. Louis Bender, Assistant Commissioner, Department of Public Instruction, Box 411, Harrisburg, Pennsylvania 17126

Dr. Paul Bertram, Associate Dean, Graduate Faculties, Rutgers, The State University, New Brunswick, New Jersey 08903

Dr. Sidney L. Besvinick, Associate Dean, University of Miami, Coral Gables, Florida 33124

Dr. Richard E. Bjork, President, Richard Stockton State College, 1 Williams Plaza, Rt. 322-40, Pleasantville, New Jersey 08232

Dr. Murray H. Block, President, Bor. of Manhattan Community College, 134 West 51st Street, New York, New York 10020

Dr. Norman Boyan, Dean, School of Education, University of California, Santa Barbara, California 93100

Dr. Dudley Boyce, President, Golden West College, 15744 Golden West Street, Huntington Beach, California 92647

Dr. Sidney W. Brossman, Chancellor, California Community Colleges, 1705-21st Street, Sacramento, California 95814

Dr. Albert A. Canfield, Director, State Board for Community College Education, P.O. Box 1666, Olympia, Washington 98501

Dr. Paul Carnell, Director, Division of College Support, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202

Dr. Arthur M. Cohen, Director, Junior College Teacher Preparation Program, University of California at Los Angeles, Los Angeles, California 90024

Dr. Wilber Cohen, Dean, Graduate School of Education, University of Michigan, Ann Arbor, Michigan 48104

Dr. Frank M. Conary, Dean of Curriculum and Educational Systems, Brookdale Community College, 765 Newman Springs Road, Lincroft, New Jersey 07738

Mr. John J. Connolly, Dean of the College, Harford Junior College, Bel Air, Maryland

Dr. William L. Deegan, Staff Associate, California Junior College Association, 1620 Twelfth Street, Sacramento, California 95814

Dr. Ralph A. Dungan, Chancellor, Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625

Dr. Clifford Erickson, President/Superintendent, San Mateo Junior College District, 2040 Pioneer Court, San Mateo, California 94402

Dr. Seymour Eskow, President, Rockland Community College, Suffern, New York 10901

Dr. Henry Evans, President, Somerset County College, Green Brook School, 132 Jefferson Avenue, Green Brook, New Jersey 08812

Dr. N. Dean Evans, President, Burlington County College, Pemberton-Browns Mills Road, Pemberton, New Jersey 08068

Dr. Charles J. Flora, President, Western Washington State College, Bellingham, Washington 98225

Professor Roger H. Garrison, Westbrook Junior College, 716 Stevens Avenue, Portland, Maine 04103

Dr. Richard K. Greenfield, President, Mercer County Community College, 28 East State Street, Trenton, New Jersey 08608

Dr. Thomas Gripp, Golden West College, 15744 Golden West Street, Huntington Beach, California 92647

Dr. Dana E. Hamel, Chancellor, Virginia Community College System, 911 East Broad Street, Richmond, Virginia 23212

Dr. Ervin Harlacher, President, Brookdale Community College, 765 Newman Springs Road, Lincroft, New Jersey 07738

Mr. William Hayward, New Jersey Education Association, 180 West State Street, Trenton, New Jersey 08608

Professor John Henderson, Rochester Institute of Technology, 65 Plymouth Avenue, South, Rochester, New York 14608

Dr. Lee G. Henderson, Assistant Commissioner of Education, Community Junior Colleges, State Department of Education 523K, Tallahassee, Florida 32304

Mr. Charles Hill, Director, Ford Project for the Preparation of Teachers, MTEC, 7508 Forsyth Boulevard, Clayton, Missouri 63105

Drs. Rita & Stuart Johnson, Regional Education Laboratory for the Carolinas and Virginia, Mutual Plaza (Chapel Hill and Duke Street), Durham, North Carolina 27701

Dr. B. Lamar Johnson, Graduate School of Education, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024

Dr. Kenneth MacKay, Executive Director, Union County Coordinating Agency for Higher Education, 23 Greenwood Avenue, Madison, New Jersey

Dr. S. V. Martorana, Vice Chancellor for Community and Technical Colleges, State University of New York, 8 Thurlow Terrace, Albany, New York 12224

Dr. Otto R. Mauke, President, Camden County College, P.O. Box 200, Blackwood, New Jersey 08012

Mr. Frank McLaughlin, Editor, Media and Methods, 134 North 13th Street, Philadelphia, Pennsylvania 19107

Dr. Edward J. Meade, Jr., Ford Foundation, 320 East 43rd Street, New York, New York 10017

Dr. Leland L. Medsker, Director, Center for Research and Development in Higher Education, University of California, 1947 Center Street, Berkeley, California 94720

Dr. R. J. Melone, Dean of Academic Affairs, Pima College, 540 North Wilmot Road, Tucson, Arizona 85711

Dr. James L. Miller, Jr., Director, Center for the Study of Higher Education, University of Michigan, Ann Arbor, Michigan 48104

Professor Raymond Miller, Department of Social Sciences and Interdisciplinary Studies, BSS 353, San Francisco State College, 1600 Holloway Avenue, San Francisco, California 94132

Dr. William Moore, Jr., President, Seattle Central Community College, 1718 Broadway, Seattle, Washington 98122

Dr. Andrew S. Moreland, President, Ocean County College, Hooper Avenue, Toms River, New Jersey 08753

Dr. J. Wayne Reitz, Director, Division of Graduate Programs, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202

Dr. Philip Rice, Dean, Claremont Graduate School, The Claremont Colleges, Claremont, California 91711

Dr. Richard C. Richardson, Jr., President, Northhampton County Area Community College, 3835 Greenpond Road, Bethlehem, Pennsylvania 18017

Professor Louis C. Riess, Pasadena Area Junior College District, Pasadena City College, 1570 East Colorado Boulevard, Pasadena, California 91106

Dr. David C. Robinson, President, Edison Junior College, Fort Myers, Florida 33901

Dr. Michael A. Rockland, Assistant Dean, Douglass College, Rutgers, The State University, New Brunswick, New Jersey 08903

Dr. John Rouche, Regional Education Laboratories for the Carolinas and Virginia, Mutual Plaza (Chapel Hill and Duke Street), Durham, North Carolina 27701

Dr. William Schuyler, Assistant to the Academic Vice President, San Francisco State College, 1600 Holloway Avenue, San Francisco, California 94132

Dr. Milton Schwebel, Dean, Graduate College of Education, Rutgers, The State University, New Brunswick, New Jersey 08903

Dr. Henry Scott, Director, Division of Independent Colleges and Universities, Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625

Mrs. Sarah G. See, Projects Manager, Center for Advanced Systems Westinghouse Learning Corporation, 5809 Annapolis Road, Hyattsville, Maryland 20784

Dr. Luther G. Shaw, President, Atlantic Community College, Mays Landing, New Jersey 08330

Professor Tom Shay, Director, Department of Community College Studies, University of Colorado, Boulder, Colorado

Dr. Steven Sheldon, Graduate School of Education, University of California, 405 Hilgard Avenue, Los Angeles, California 90024

Mr. Derek S. Singer, Director, Faculty Development Project, American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036

Dr. Stephen Spurr, Dean, The Graduate School, University of Michigan, Ann Arbor, Michigan 48104

Dr. William H. Stanley, Dean of Instruction, El Centro College, Dallas County Junior College District, Main at Lamar, Dallas, Texas 75202

Professor Allen G. Stratton, Executive Director, NFACJC, 1201 16th Street, N.W., Washington, D.C. 20036

Dr. Sidney Tickton, Executive Vice President, Academy for Educational Development, 437 Madison Avenue, New York, New York 10022

Dr. Dale Tilley, Assistant Director, Center for Research and Development in Higher Education, University of California, 1947 Center Street, Berkeley, California 94720

Dr. John E. Tirrell, President, Future Resources and Development, Inc., 361 West State Street, Westport, Connecticut 06880

Mr. Terrence Tollefson, Director, Division of Two Year Colleges, Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625

Mr. David Tucker, Division of Two Year Colleges, Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625

Dr. Robert E. Turner, President, Moraine Valley Community College, 4740 West 59th Street, Oak Lawn, Illinois 60453

Dr. Jack A. Wilson, Organization and Administration Studies Branch, Room 3036, Office of Research, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C.

Dr. Richard E. Wilson, Director, New Institutions Project, American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036

Professor Mary Wortham, Fullerton Junior College, 321 East Chapman, Fullerton, California 93734

Appendix C

DESCRIPTIONS OF COOPERATING INSTITUTIONS

AND LETTERS OF ENDORSEMENT

Governors State University, Park Forest, Illinois

Governors State University was established and signed into law by the Governor of Illinois on July 17, 1969, as a senior division university to provide two years of upper division and masters study for middle and low income graduates of community colleges. The University is mandated to be open, flexible, innovative, humane, and experimental. It is located in Park Forest South, Illinois, an immediate suburb of South Chicago. There are twelve Junior Colleges with more than 40,000 students within thirty minutes driving time of the campus.

The Illinois Board of Higher Education set September 1971 as the date for enrollment of the first students. A planning cadre of forty faculty and staff has been employed and the educational Planning Guidelines for the University have been approved by our Board of Governors and the Board of Higher Education.

The University is designed to accommodate approximately 16,000 students in a wide variety of innovative programs in four collegiate units: Human Learning and Development; Environmental and Applied Science; Cultural Studies; Commercial and Public Service. Thus, the concept of a Masters College presents a special appeal.

Rutgers University, New Brunswick, New Jersey

Rutgers, The State University of New Jersey, is located at New Brunswick with campuses also in Newark and Camden--all cities within the greater New York-Philadelphia metropolitan region. Rutgers, which is the only state university in New Jersey, presently has an enrollment well in excess of 25,000.

In addition to its graduate and professional schools, Rutgers has eight undergraduate four-year colleges, which are among the chief transfer sites available to students from the state's fifteen community colleges. Therefore, Rutgers has a vested interest in the type and quality of education provided these transfer students; obviously, it has considerable interest in a program for training community college teachers.

Richard Stockton State College, Pleasantville, New Jersey

Richard Stockton State College is scheduled to open with 1,000

students in the Fall of 1971. It will offer four-year undergraduate liberal arts and professional programs, and a few carefully selected graduate programs, principally of an interdisciplinary kind. Its campus, consisting of 1,587 acres of characteristic South Jersey coastal land, is twelve miles northwest of Atlantic City. It offers excellent opportunities for ecological and environmental studies and is at the same time conveniently near the urban opportunities of Washington, Philadelphia, and New York.

Stockton will support promising educational innovations, especially in area studies and the environmental sciences; it will promote a very large measure of independent and self-directed learning; and it will develop new programs of general and professional studies. Stockton has already established relationships with its surrounding community colleges looking toward mutual interests in the articulation of transfer programs and in other forms of cooperation.

University of Massachusetts, Amherst, Massachusetts

Founded in 1863, the University of Massachusetts is the principal institution providing public education, research, and service to the Commonwealth. The main campus at Amherst, situated on 1,100 acres in the Connecticut Valley, enrolls 18,000 students and is served by a 150 million dollar physical plant. Undergraduate and graduate programs are offered in eight colleges and schools of the University.

By direction of the Board of Trustees, the University of Massachusetts admits to its upper division any community college graduate in the Commonwealth who is recommended by his institution. This makes possible the continued public education of deprived urban youth from the six Massachusetts community colleges serving primarily Model Cities areas. The University also offers tuition waivers to all community college professional staff members who wish to pursue advanced graduate study at the University.

The New England Center for Community College Affairs, housed in the University of Massachusetts School of Education, has as its central concern pre-service and in-service faculty development. The Master of Arts in Teaching program in higher education administered by the Center was developed jointly by regional community college instructional leaders and the University, and the professional component is jointly maintained.

Other cooperative endeavors in the continuous search for better ways to improve faculty competence include a project for improving faculty performance in the advising function (Greenfield Community College) and an in-service instructional improvement program involving four community colleges. The resource centers of the School

of Education have lent their expertise to these projects. The Center for Humanistic Education, recognized nationally as being in the vanguard of psychological and humanistic education, has provided the rationale around which the latter program was developed. The singular achievements of this Center in the area of value clarification will draw it into the proposed project.

Western Washington State College, Bellingham, Washington

Western Washington State College, with an enrollment of 9,700 students, is located in Bellingham in the northwest corner of the state near the Canadian border. The College is a multi-purpose institution offering degree programs in the arts and sciences and professional education for teachers at both the undergraduate and graduate levels.

In order to have the advantages of students and faculty working together as a community of scholars, the cluster college concept was adopted. The colleges have the autonomy to develop their own forms of instruction. At the same time, they have access to the facilities of the central campus. A College of Ethnic Studies and a College of Environmental Studies (Huxley) have recently been developed. Huxley has a new 3.5 million dollar environmental studies center under construction in addition to a marine center and outdoor education laboratories. It is an upper division and graduate college.

Close and intimate contact are maintained by Western Washington State College with community colleges through the campus Center for Higher Education which coordinates programs for the preparation of community college teachers.

Partial Listing of Community or Two-Year Colleges
Which Might Be Affiliated with Masters College Programs

Governors State University, Park Forest, Illinois

College of Dupage, Glen Ellyn
Triton College, River Grove
Bogan-Southwest, Chicago
Malcolm X, Chicago
Fenger, Chicago
Southeast, Chicago
Kennedy-King, Chicago
Thornton, Harvey
Prairie State, Chicago Heights
Kankakee Community, Kankakee
Moraine Valley Community, Palos Hills
Joliet, Joliet
Morton, Cicero

Rutgers University, New Brunswick, New Jersey

Essex County College, Newark
County College of Morris, Dover
Mercer County Community College, Trenton
Middlesex Community College, Edison
Somerset County College, Somerville
Union College, Cranford

In addition to these and other colleges in New Jersey, there are community colleges in New York state--for example, Staten Island Community College, New York City--which would be likely affiliates. This would be true also for community colleges in Eastern Pennsylvania.

Richard Stockton State College, Pleasantville, New Jersey

Atlantic Community College, Mays Landing
Ocean County College, Toms River
Brookdale Community College, Lincroft
Burlington County College, Pemberton
Camden County College, Blackwood
Cumberland County College, Vineland
Gloucester County College, Sewell

University of Massachusetts, Amherst, Massachusetts

North Shore Community College, Beverly
Hostos Community College, New York, New York
Springfield Technical Community College, Springfield
Quinsigamond Community College, Worcester
Bristol Community College, Fall River
Northern Essex Community College, Haverhill
Berkshire Community College, Pittsfield
Greenfield Community College, Greenfield

Western Washington State College, Bellingham, Washington

Skagitt Valley College, Mount Vernon
Everett Community College, Everett
Bellevue Community College, Bellevue
Edmonds Community College, Lynnwood
Peninsula College, Port Angeles
Seattle Community College, Seattle
North Seattle Community College, Seattle
South Seattle Community College, Seattle
Shoreline Community College, Seattle
Highline Community College, Midway
Green River Community College, Auburn
Fort Steilacoom Community College, Lakewood Center
Grays Harbor College, Aberdeen
Olympic College, Bremerton
Tacoma Community College, Tacoma

NOTE: THE FOLLOWING LETTERS OF ENDORSEMENT ARE ORDERED ALPHABETICALLY BY STATE.

COLLEGE OF DUPAGE
GLEN ELLYN, ILLINOIS 60137
312 • 858-2800

RODNEY BERG
President

July 24, 1970

Dr. William E. Engbretson, President
Governors State University
Park Forest South, Illinois 60466

Dear President Engbretson:

I have examined the material you sent to me regarding the projected Masters College for the preparation of teachers for community and junior colleges.

Certainly no area of concern for the junior college merits more attention than that which deals with the identification and selection of people to teach in these dynamic institutions. The proposed Masters College approach represents an interesting and perhaps workable solution to this mounting concern.

It is with pleasure that I transmit to you this endorsement of the proposal leading to a planning year to determine the viability of the project. We would be pleased in any way that is open to us to participate with you in the study that might ensue from this project.

Sincerely,

Rodney Berg

RB:en

JUL 23

Phone 785-5347

FENGER CAMPUS
CHICAGO CITY COLLEGE
11220 South Wallace Street / Chicago, Illinois 60628

July 21, 1970

Dr. William Engbretson
President, Governors State University
300 Plaza
Park Forest South, Illinois 60466

Dear Dr. Engbretson:

Dr. Andrews of your administrative staff has described to me in some detail the proposal which you are making to the U. S. Office of Education, "Masters College Project to Develop Programs for Preparing Teachers of General Studies for Community Colleges."

It is my sincere hope that the project will achieve funding, for it is, in my knowledge, a fresh and innovative approach to the problem of preparing teachers for community and junior colleges. As you know, little specialized preparation of significance is found in the background of most two-year college faculty.

Of particular importance, I believe, is the fact that you are concentrating on the General Studies, typically the area in which our faculties are least effective as they attempt to relate to the somewhat atypical college student found in our institutions.

Certainly, we welcome the opportunity to cooperate with you, and I am confident that much mutual good can come of our association.

I wish you much success in your pursuance of the objectives of this proposal, and I am very hopeful that the Office of Education will view it favorably.

Very cordially yours,

Doyle O. Bon Jour
President

DOBJ:dm

139

GOVERNORS STATE UNIVERSITY
Park Forest South, Illinois 60466
312/747-9300

William E. Engbretson
President

May 12, 1970

Dr. J. Dudley Dawson
1109 Livermore Street
Yellow Springs, Ohio 45387

Dear Dr. Dawson:

We at Governors State University have been very excited about the possibilities in working with you and a consortium of other institutions on the challenging concepts implicit in the Masters College plan for the production of junior college teachers.

As you know, from your several visits to our offices, the concepts implicit in the proposed Masters College program are directly related to the mission, goals and plans of Governors State University. We will be most pleased to continue to work with you in the evolution of the plan and to bring it to fruition in functional programs hopefully starting in September of 1971.

You have our unqualified commitment to our participation in this mutual cooperative enterprise. I see absolutely no reason why the proposed program would not become a major national model for the production of highly competent and able junior college teachers in general studies, the disciplines and in occupational-vocational fields. As you know, Governors State University has a mandate to work directly with low and middle-income students and our location is such that approximately 12 junior colleges are located within around 30 miles of our campus. They currently enroll 43,000 students head count. As a result of our State mandates and our location, we are particularly interested in those aspects of the program that deal with a commitment to urban-oriented educational service particularly for low and middle-income youth.

Please let us know when we can begin to plan with you and our other proposed colleagues on concrete bases.

Cordially yours,

William E. Engbretson
President

saj
cc: Dr. Keith Smith
[illegible]
Dr. Charles Wade
Dr. Ted Andrews

P. O. Box 316, Park Forest, Illinois 60466 Suite 2, 300 Plaza

JUL 23 1970

BOARD OF TRUSTEES

VICTOR SCOTT, CHAIRMAN
WILLIAM GLASSCOCK, VICE-CHAIRMAN
CECIL W. INGMIRE, D.V.M., SECRETARY
H. ALLEN HOLLER
DANIEL KENNEDY
ROBERT KIEP
A. A. WILLS

PRESIDENT
ELMER W. ROWLEY

JOLIET JUNIOR COLLEGE
DISTRICT 525

GENERAL ADMINISTRATION

JOSEPH BORGEN, DEAN, OCCUPATIONAL AND TECHNICAL STUDIES
MAYNARD BOUDREAU, DEAN, EVENING AND SUMMER COLLEGE
DOUGLAS GRAHAM, DIRECTOR, RESEARCH AND FEDERAL AIDS
JAMES HINES, DIRECTOR, BUSINESS AFFAIRS
EVERETT VAN DE VOORT, DEAN, COLLEGE PARALLEL AND GENERAL STUDIES
WALTER ZAIDA, DEAN, STUDENT PERSONNEL SERVICES

July 22, 1970

Dr. William E. Engbretson, President
Governor's State University
300 Plaza
Park Forest, IL 60466

Dear Dr. Engbretson:

By this letter I wish to indicate our intense interest in the proposed program to prepare teachers for general studies in community colleges.

I understand the basic feature of the program is that it will take students who are graduates of junior colleges and provide them with two years of undergraduate work and two years of graduate work culminating in a Master's Degree. I believe the idea of cooperative education experiences in the first two years followed by an internship in a junior college is based on sound educational philosophy.

We have been moving into audio-tutorial methods of instruction during the past two years and have found that our headway has been very slow due to the necessity of us sending many of our instructors to conferences, seminars, and visits to other colleges. Our greatest area of accomplishments have been in the field of Communications, with a bare start being made in Biological Sciences. Therefore, it seems to me that your five areas of concentration will give the junior colleges in this area future faculty members with basic instruction for getting our programs off the ground much more rapidly.

If you are fortunate in receiving a planning grant, you can rest assured that we will try to be of help in getting this operation underway. I want to lend my complete endorsement to the idea.

Very truly yours,

E. W. Rowley

Elmer W. Rowley
President

ewr/sf
cc: Mr. Tilman Cothran, Executive Vice-President, Governor's State University

ROUTE #3. HOUBOLT AVENUE · JOLIET, ILLINOIS 60436 · (815) 729-9020

JUL 24

KANKAKEE COMMUNITY COLLEGE

BOX 888 / KANKAKEE, ILLINOIS 60901 / (815) 933-9311

Dr. Jack Samlin, President

July 23, 1970

Dr. Wm. E. Engbretson, President
Governor's State University
P.O. Box 316
Park Forest, Illinois 60466

Dear Dr. Engbretson:

We at Kankakee Community College agree with the basic philosophy presented in your proposed Master's College Concept. We plan to cooperate in every way with Governor's State University in the development of this concept. If at any time you are in need of our assistance, please do not hesitate in calling upon us.

Wishing you continued success in your endeavor, I am

Sincerely yours,

Dr. Jack Samlin

Dr. Jack Samlin
President

JS:cd

VESEY CAMPUS
840 West 14th Place
Chicago, Illinois 60608

malcolm x college

JUL 31 1970

1757 WE
HARRISON STRE
CHICAGO, ILLINOIS 60
PHONE: 243-3

Charles G. Hurst, Jr., P
Presi
Arnold P. Jones, M
Vice Presi
Academic Af
Donald C. Scott, M
Vice Presi
Student Af
Alphonse Hill, M.
Vice Presi
Fiscal Af
William H. Ferguson, M
Dire
Admissions & Rec

July 29, 1970

Dr. William E. Engbretson, President
Governors State University
Suite 2, 300 Plaza
Park Forest South, Illinois 60466

Re: Application for USOE Grant (Section 5B of EDPA)

Dear Dr. Engbretson:

I enjoyed talking with you again and reading your letter of July 22nd.

We here at Malcolm X College feel honored to be considered as one of the cooperating institutions in your proposed program designed to train junior college teachers. We further wish to show our interest and to offer our endorsement for this training program. Please keep us informed of the progress of this proposal.

Very truly yours,

Frank A. Banks

Frank A. Banks
Dean of Arts & Sciences

FAB:pec

1143

MORAINE VALLEY COMMUNITY COLLEGE

10900 South 88th Avenue
PALOS HILLS, ILLINOIS
60465

Phone 974-4300
Area Code 312

July 23, 1970

Dr. William E. Engbretson
President
Governors State University
Suite 2, 300 Plaza
Park Forest South, IL 60466

Dr. Engbretson, this is in response to your memorandum of July 21, 1970.

Please be assured that Moraine Valley Community College supports Governors State University in its efforts to prepare community college teachers. At the present time we do not lack applicants in the various general studies fields but we do encounter problems in securing persons who are willing to depart from the traditional. We find teachers with indepth training in specific areas but who lack the breadth to impliment our interdisciplinary approach.

When your plans are finalized we will be pleased to discuss those items which will be of mutual advantage to both of us. We look forward to making it possible for Moraine Valley students to transfer to Governors State with as little difficulty as possible. Hopefully, we can make a contribution to your efforts.

Robert E. Turner
President

/jp

AUG 4 197

MORTON COLLEGE

2500 South Austin Boulevard, Cicero, Illinois 60650 · Phone: (312) 656-2620

August 3, 1970

President William E. Engbretson
Governors State University
Suite 2, 300 Plaza
Park Forest South, Illinois 60466

Dear President Engbretson:

In response to your letter of July 21, 1970, may I say that we feel there is a definite need for special training for junior college instructors and would be eager to employ persons who have had this type of training.

We look forward to future cooperation with you and your staff for the improvement of Higher Education in the State of Illinois.

Sincerely,

J. Philip Dalby
President

JPD:mrl

JUL 23 1970

Illinois Junior College District 515
Chicago Heights, Illinois 60411
312 756 3110

Prairie State College

Office of the President

July 22, 1970

Dr. William E. Engbretson, President
Governors State University
300 Plaza
P. O. Box 316
Park Forest, Illinois 60466

Dear Dr. Engbretson:

I wish to emphatically endorse the proposal being submitted by Governors State University in the planning and implementing of a program to prepare community college teachers of general studies.

This is an area of vital concern to community colleges since few, if any, specific programs to train individuals for the teaching of underprepared students currently exists.

Very sincerely yours,

Richard W. Hostrop

Richard W. Hostrop
President

RWH/mp

JUL 23 19

THORNTON COMMUNITY COLLEGE

151st and Broadway Harvey, Illinois 60426 Telephone: 331-8820

LEE E. DULGAR, *President*

July 22, 1970

Dr. William E. Engbretson, President
Governors State University
Box 316
Park Forest, Illinois

Dear Doctor Engbretson:

Let me say again, in writing, that I am pleased with your invitation to Thornton Community College to participate in the program you outlined.

Community and junior colleges have been given the mandate to provide unique educational services; those colleges responding to this charge soon realize that they have to be innovators. In some cases, innovation is considered accomplished with the renaming of courses, introducing media hardware, and providing remedial centers. Our experience has convinced us that if we are to accomplish our goals, we need people who know the problems and who are sufficiently skilled to function effectively in non-traditional teaching situations.

Several years ago we conducted an internship project for junior college administrators, and during the past two years we have offered a general studies program to provide for the special needs of some of our students. In each case, the most difficult and decisive factor was finding people with the vision and competence the job needed.

Thornton Community College will join with you in discussing, developing and participating in your proposed program. We can, as a contributing member, offer you a functioning community college suited for providing a mechanism to your students' study and a place for them to gain practical experience.

Very truly yours,

Lee E. Dulgar

Lee E. Dulgar
President

DH

TRITON COLLEGE

2000 Fifth Avenue
River Grove, Illinois—60171

Telephone 456—0300
Area Code 312

Board of Trustees

Wade A. Steel, Chairman
Roy C. Jones, Vice Chairman
Larry S. Bauer
Elmore Boeger
Robert M. Collins
Fred R. Knol
William T. Pearson

July 31, 1970

Dr. William Engbratson
President
Governors State University
P. O. Box 316
Park Forest, Illinois

Dear Dr. Engbratson:

This is to certify that Triton College would be most happy to cooperate with Governors State University in the training of leadership programs for community college instructors of general studies.

We support your application to the U. S. Office of Education.

Very truly yours,

Herbert Zeitlin
President

HZ/maw

A Public Community College and Technical Institute For All The People • Founded 1964 • Herbert Zeitlin, President

MIDDLESEX COUNTY COLLEGE

Edison • New Jersey 08817 • 201-548-6000 *Office of the President*

July 21, 1970

Dean Milton Schwebel
Graduate School of Education
Rutgers . The State University
New Brunswick, New Jersey

Dear Dean Schwebel:

It was most interesting to meet with you and members of your staff recently and talk about education in the community college. The proposal you are making wherein Rutgers would provide educational programs to prepare two-year college faculty is a most needed program.

As you are well aware, the Middle Atlantic States area in the Northeastern part of the United States has been among the last urban areas to establish community colleges. This phenomena has resulted in the necessity for these new institutions to obtain teachers from industry, secondary schools, and other colleges and universities. In effect, there are very limited numbers of teachers or administrators with understanding of the philosophy and objectives of community colleges. These unique institutions have critical need of teachers who understand the implications of two-year college education because success in reach ing the objectives will require the understanding of their educational staffs.

New Jersey established its first public community colleges just four years ago and with but twelve community colleges in operation their enrollment is in excess of 30,000 students. The number of applications being received at my own institution indicates that we need twice our physical capacity right now to serve the recognized educational needs of this community. We have only begun to diversify curricula and this variety of programs will also require more extensive teacher preparation, especially in occupational areas for which there has been no prior educational programs.

I view the proposal that Rutgers become a center for the education for two-year college faculty as very desirable. The diversity of teachers needed in the two-year college can best be served by the university because of its numerous associated professional schools as well as its graduate division. The geographical location is certainly strategically well located in the Middle Atlantic States area, although the facilities are excellent for the accommodation of students from distant points. The university's location in the urban area is certainly consistent with the direction and push for urban community colleges now developing in the Eastern part of the United States.

I would like to add a strong endorsement on behalf of Rutgers University in support of a center for the education of two-year college faculty.

Sincerely,

Frank M. Chambers
President

FMC/al

cc: Dean Vernon Wanty

MIDDLESEX COUNTY COLLEGE

Edison • New Jersey 08817 • 201-548-6000 Office of the President

July 22, 1970

Dean Milton Schwebel
Graduate School of Education
Rutgers . The State University
New Brunswick, New Jersey

Dear Dean Schwebel:

This past spring the Association of County Community College Presidents of New Jersey endorsed the idea of centers for the preparation of community college teachers. They had received the preliminary draft of the Master's College that had been proposed by an educational group working at Antioch College, Yellow Springs, Ohio. The Presidents were unanimous in their support of some type of educational program specifically tailored to prepare or provide in-service education for faculty for their colleges.

I am sure the Association would want me to express their support for the development of any facility in this part of the country that would assist in the preparation of community college teachers and a better understanding of the unique philosophy and objectives of the community college.

Sincerely,

Frank M. Chambers
Chairman of the Association of
County Community Colleges of
New Jersey

FMC/al

cc: Community College Presidents

609-641-2371

RICHARD STOCKTON STATE COLLEGE

ONE WILLIAMS PLAZA
PLEASANTVILLE, NEW JERSEY 08232

July 20, 1970

Mr. J. Dudley Dawson
Project Director
1109 Livermore Street
Yellow Springs, Ohio 45387

Dear Dudley:

This letter represents our endorsement of the Masters College Project and our intention to participate in the development of plans and programs designed to make that project an integral part of several colleges and universities including Stockton State College. In my letter of June 12, 1970 to you, I expressed our interest in the Masters College Project and indicated some characteristics of Stockton State College which I feel would make us an appropriate host.

I wish to reaffirm our endorsement of the program and stress our interest in participating in the planning activities for which federal funds will be requested. As Dr. W. H. Tilley, our Vice President for Academic Affairs, has indicated during the recent planning meetings held in Dayton, we believe Stockton State College's newness permits and promotes highly flexible approaches to the preparation of faculty for the two-year colleges and our close working relationships with such colleges in New Jersey during our own planning and development have created attitudes of mutual respect and assistance between Stockton State College and the community colleges of New Jersey. Since we anticipate that the success of the Masters College approach rests very heavily on working relationships between the community colleges and the Masters College institution, our initial cooperative relationships with the community colleges provide an outstanding foundation for the Masters College.

I hope this assurance of our interest helps you convey to the federal authorities the range of support of and enthusiasm for the new and special approach of the preparation of community college faculty represented by the Masters College Project. Both our best wishes and hopes for success are part of our program application.

Sincerely yours,

Richard E. Bjork
President

REB:cb

A COLLEGE OF THE NEW JERSEY SYSTEM OF HIGHER EDUCATION

SOMERSET COUNTY COLLEGE

P. O. BOX 450

GREEN BROOK, NEW JERSEY 08812

Telephone
(201) 752-3900

Office of the President

July 22, 1970

Dr. Milton Schwebel
Dean of Graduate School
of Education
Rutgers University
New Brunswick, New Jersey

Dear Dean Schwebel:

Personally, I am enthusiastic about the prospect of having a Masters College for the preparation of two-year college faculty located in New Jersey.

Somerset County College would be most interested in cooperating with Rutgers University and/or other institutions that might support such a college. We would certainly make every effort to provide internship at Somerset County College and to cooperate in every way possible.

I sincerely hope that a Planning Grant will be available to provide for continued exploration and planning in this important area of higher education.

Sincerely yours,

Henry C. J. Evans
President

RUTGERS UNIVERSITY *The State University of New Jersey*

OFFICE OF THE PROVOST
New Brunswick, New Jersey 08903

July 23, 1970

Mr. J. Dudley Dawson
Union of Experimenting Colleges
and Universities
Antioch College
Yellow Springs, Ohio

Dear Mr. Dawson:

The objectives of the Masters College Project are highly compatible with those of Rutgers. I can therefore assure you that we strongly support the efforts of the deans and faculties of Livingston College and the Graduate School of Education in working toward the development of a special organizational unit for the education of two-year college faculty.

Sincerely yours,

Richard Schlatter
Provost

CC: Dr. Evelyn Wilson

The Commonwealth of Massachusetts
Berkshire Community College
Pittsfield 01202
TELEPHONE: HILLCREST 3-4446

July 27, 1970

Mr. William Lauroesch
Director
Center for Community College Affairs
School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Mr. Lauroesch,

The application of the University of Massachusetts in co-operation with four other colleges and universities to the USOE for funds under section 5E of EDPA to train UMass faculty to take leadership in planning and implementing programs to prepare community college teachers of general studies couldn't be more welcome from our point of view.

Although I may be reading into your project promises that aren't intended to be there, I am hopeful that it will, among other things, do the following:

1. To use the words of James Conant, provide us with "joyously committed teachers." We've some, but we need many more.

2. Following naturally out of the point above, inspire the community colleges to continue to develop a sense of their own uniqueness and independence on the higher education scene.

3. Help to recruit faculty with a deep sense of academic responsibility that is complemented by an equally deep social consciousness. Only such persons, it seems, will be able to respond constructively to the anguish which the problem of vocation presents to so many of our younger people today.

One of the reasons why I expect that your project will relate to some of these goals is based on the content of your proposed general studies curriculum. The mix of Developmental Studies - Communications, Environmental Studies, Issues of Changing Societies, Human Learning and Development, and Values and Human Cultures seems just right to the larger purposes in mind.

Obviously, Bill, I am excited about your plans. When the proposed Masters College begins to take shape in the next few years, I hope that the faculty and staff of Berkshire Community College can add substance to this initial letter of support and encouragement.

Sincerely,

Tom

Thomas E. O'Connell
President

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

Armory Square • Springfield, Massachusetts 01105, Tel. (413) 781-6470

Office of the President

July 24, 1970

Dr. William Lauroesch, Director
Center for Community College Affairs
University of Massachusetts
Amherst, Massachusetts 01002

Dear Dr. Lauroesch:

Springfield Technical Community College is very much interested in and sincerely endorses the proposed training program and Masters' College program described in your letter of July 21, 1970.

We will look forward to hearing from you in the near future regarding these programs.

Sincerely,

Edmond P. Garvey

Edmond P. Garvey
President

EPG:lev

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

July 23, 1970

Dr. Dwight W. Allen
Dean, School of Education
University of Massachusetts
Amherst, Massachusetts 01002

Dear Dean Allen:

The formation of a consortium to share in the training of general studies faculties for the proposed Master's colleges is a promising move. I am pleased that the Union of Experimenting Colleges and Universities has included the University of Massachusetts.

What is most significant to me is this evidence that UMass is fulfilling its commitment to community college faculty development. You may assure Professor William Lauroesch that this office will lend its support to this effort.

Sincerely,

Oswald Tippo
Chancellor

nk

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

P. O. Box 1666
Olympia, Washington 98501
Telephone: (206) 753-2000
753-7412

July 29, 1970

Dr. Sam Kelly
Center for Higher Education
Western Washington State College
Bellingham, Washington 98225

Dear Dr. Kelly:

With great enthusiasm I note the encouraging news that a proposal is being prepared following on the original work of Ed Cohen and the "Master's College" concept.

Feeling some considerable personal interest in the project, having invested considerable time and effort to the development of such a concept with you and others at Western, I have an intense hope that funding for the implementation of such a program will be forthcoming.

As you might guess, we are less concerned with the evolution of a specialty-oriented program--even in the area of environmental-ecological studies--than in the development of a program directed at preparing faculty members to develop, implement, and test alternative and improved methods of instruction in a wide diversity of discipline areas.

In addition, since Washington's system of state community colleges is coordinated through this office, I hope we can be assured that any such program reflects and compliments our own energies and efforts to help the system move in the direction of our recently adopted goals and objectives.

Finally, I hope that the major state agencies responsible for community college education will be actively involved.

Sincerely yours,

A. A. Canfield
Director

AAC:mh

COMMUNITY COLLEGE DISTRICT TWENTY-ONE
WHATCOM COUNTY

P. O. BOX 519
BELLINGHAM, WASHINGTON 98225

July 24, 1970

Mr. J. Dudley Dawson
Antioch College
Yellow Springs, Ohio 45387

Dear Dudley:

As chairman of the board of trustees of Whatcom Community College, Bellingham, Washington, let me respond to your consortium's proposal for "Masters' Colleges" to prepare community college professors and to engage in allied curriculum development and research.

I feel this is the kind of approach that we need, desperately. As you know, applications for faculty positions now outrun available positions by a handsome percentage. But, as you also know, the adequacy of preparation and of experience rules out a majority of applications on face value. Your plans, as I know them, would offer appropriately prepared faculty who would be able to work with present faculty in in-service training and in advancing the academic and evaluative levels of community college teaching.

I wish you success and assure you that Whatcom Community College would be most willing to assist in the proposed program in any way possible.

Sincerely,

Sam

Sam Kelly
138 Forest Lane
Bellingham, Washington 98225

SK:jg

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
WASHINGTON, D. C. 20410

OFFICE OF THE ASSISTANT SECRETARY
FOR MODEL CITIES

IN REPLY REFER TO:
DP

July 24, 1970

Dr. William Lauroesch, Director
Center for Community College Affairs
University of Massachusetts
Amherst, Massachusetts 01002

Dear Dr. Lauroesch:

Your description of the Master's College proposal suggests that the Union for Experimenting Colleges and Universities has a sound rationale for filling the void in community college faculty development. As you know, I am deeply concerned over the prospects for turning out the kinds of teachers who provide relevant education for the urban disadvantaged.

I am particularly enthusiastic about your plan to train interdisciplinary community faculties for general studies in the community colleges. This is a real breakthrough.

You may be sure that we in Model Cities will be following your progress with great interest, and I want you to know that I will be pleased to help you in any way that I can.

Sincerely,

Oscar L. Mims

Oscar L. Mims
Chief Education Advisor

Appendix D

GRADUATE PROGRAMS EXAMINED

Existing Programs

Antioch-Putney Graduate School of Education, Roy P. Fairfield, Director.

Carnegie-Mellon University: program for the preparation of two- and four-year college teachers.

Midwest Technical Education Center: Project for the Preparation of Teachers for Two Year Post High School Semi-Professional Occupational Programs. (A joint project of the Junior College District of St. Louis, St. Louis County and Southern Illinois University.) Charles R. Hill, Director.

North Carolina State University: College Teacher Fellowship Program.

Rochester Institute of Technology: Center for Community College Faculty Development, John T. Henderson, Director.

San Francisco State College: Junior College Student-Teaching Program, Meyer M. Cahn and Richard Axen, Coordinators.

Sarah Lawrence College: Graduate Studies Program for Preparation for College Teaching.

University of California, Berkeley: Junior College Leadership Program, Dale Tillery, Director.

University of California, Los Angeles: Junior College Teaching Internships Program, Arthur M. Cohen, Director.

University of Colorado: Community College Leadership Program, Thomas M. Shay, Director.

University of Florida, Institute of Higher Education: Southeast Junior College Leadership Program, James L. Wattenbarger, Director.

University of Iowa: Annual Community College Workshop, Duane D. Anderson, Director.

University of Miami: Diplomate in Collegiate Teaching Program, Sidney L. Besvinick, Director.

University of Southern California: Junior College Leadership Program, Leslie Wilbur, Director.

Yale University: Master of Philosophy Program.

Proposed Programs

American Association of State Colleges and Universities, Committee on Graduate Studies: proposal for "The Specialist Degree" (October 8, 1968).

California Coordinating Council for Higher Education: Staff Report on "Approaches to Preparing Prospective College Teachers" (December 1968).

California Junior College Faculty Association: proposal for a Doctor of Arts degree (Fall 1966).

Council of Graduate Schools in the U. S., Committee on Preparation of College Teachers: "The Doctor of Arts Degree" (December 5, 1969).

GT-70 Community College Consortium: "First Draft Outline of a Tentative Proposal for a Cooperative Institute for the In-Service Training of Instructional Personnel in Comprehensive Community Colleges" (undated).

Lehigh University: "A Model Program for the Preparation of College Administrators," Richard C. Richardson, Jr. (undated).

Mid-Missouri Associated Colleges: Proposal for the Cooperative Training of College Teachers (undated).

National Faculty Association of Community and Junior Colleges: "Guidelines for the Preparation of Community/Junior College Teachers" (August 1968), and "The Doctor of Arts in College Teaching" (undated).

Pennsylvania State University: EPDA proposal "A Teacher Preparation Project for Community College Personnel Serving the Disadvantaged" (July 13, 1969).

University of California, Berkeley, Assemply of the Academic Senate: proposal for a Candidate in Philosophy degree (undated).

Appendix E

REFERENCES

(Sources cited are listed below unless the reference in the text is sufficiently self-contained. The listing is alphabetical by name of the principal author or sponsoring organization, whichever is used to identify the source in the text.)

JOSEPH ADELSON: "The Teacher as a Model," in The American College, edited by Nevitt Sanford, New York, 1962.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES: In-Service Training for Two-Year College Faculty and Staff, a survey of junior and community college administrators, Washington, D.C., 1969.

_____: Accountability and the Community College, by John E. Roueche, George A. Baker III, and Richard L. Brownell, Washington, D.C., 1971.

AMERICAN COLLEGE TESTING PROGRAM: A Description of Graduates of Two-Year Colleges, Research Report No. 28, Research and Development Division, Iowa City, Iowa.

BENJAMIN S. BLOOM: Taxonomy of Educational Objectives: Cognitive Domain, New York, 1956.

_____: "Learning for Mastery," Evaluation Comment, UCLA Center for the Study of Evaluation of Instructional Programs, May 1968.

_____: "Some Theoretical Issues Relating to Educational Evaluation," in Educational Evaluation: New Roles, New Means, edited by Ralph W. Tyler, Chicago, 1969.

CARNEGIE COMMISSION ON HIGHER EDUCATION: The Open-Door Colleges, New York, 1970.

JOHN CARROLL: "A Model of School Learning," Teachers College Record, 1963.

ALLAN M. CARTTER: "University Teaching and Excellence," Educational Record, Summer 1966.

H. JOHN CASHIN: "Some Attitudes Toward Instructor Preparation," Junior College Journal, March 1969.

BURTON R. CLARK: The Open Door College, New York, 1960.

ARTHUR M. COHEN: Dateline '79: Heretical Concepts for the Community College, Beverly Hills, California, 1969.

_____ AND FLORENCE B. BRAWER: Focus on Learning: Preparing Teachers for the Two-Year College, Junior College Leadership Program, University of California, Los Angeles, Occasional Report No. 11, 1968.

_____: Measuring Faculty Performance, ERIC Junior College Clearing House and AAJC Monograph Series, 1969.

COORDINATING COUNCIL FOR HIGHER EDUCATION (CALIFORNIA): Approaches to Preparing Prospective College Teachers, 1968.

K. PATRICIA CROSS: The Junior College Student: A Research Description, Educational Testing Service, Princeton, New Jersey, 1968.

MARVIN J. FELDMAN: "Making Education Relevant," a Ford Foundation report, New York, 1966.

_____: "Public Education and Manpower Development," a Ford Foundation report, New York, 1967.

ROGER H. GARRISON: Junior College Faculty: Issues and Problems, American Association of Junior Colleges, Washington, D.C., 1967.

_____: "The Teacher's Professional Situation," Junior College Journal, March 1967.

_____: Teaching in a Junior College, American Association of Junior Colleges, Washington, D.C., 1968.

CHRISTOPHER JENCKS AND DAVID RIESMAN: The Academic Revolution, New York, 1968.

B. LAMAR JOHNSON: Islands of Innovation Expanding: Changes in the Community College, Beverly Hills, California, 1969.

STUART AND RITA JOHNSON: introduction to the "Instructional Reorganization Series," Regional Educational Laboratory for the Carolinas and Virginia, Durham, North Carolina, 1969.

DOROTHY M. KNOELL AND LELAND L. MEDSKER: From Junior to Senior College: A National Study of the Transfer Student, American Council on Education, Washington, D.C., 1965.

D. R. KRATHWOHL, B. S. BLOOM, AND B. B. MASIA: Taxonomy of Educational Objectives: Affective Domain, New York, 1964.

CALVIN B. LEE (Editor): Improving College Teaching, American Council on Education, Washington, D.C., 1967.

ANNA MARIE LOTTMAN: "Experiment in Programmed Instruction in Spanish," Meramec Community College, St. Louis, May 1969 (mimeo.).

W. J. MCKEACHIE: "Research on Teaching at the College and University Level," in Handbook of Research on Teaching, edited by N. L. Gage, New York, 1966.

LELAND L. MEDSKER: The Junior College: Progress and Prospect, New York, 1960.

WILLIAM MOORE, JR.: Against the Odds: A Commentary on the High-Risk Student in the Community College (MS.).

ROBERT M. MORGAN AND DAVID S. BUSHNELL: "Designing an Organic Curriculum," Bureau of Research, U. S. Office of Education, Washington, D.C., 1966.

THOMAS E. O'CONNELL: Community Colleges: A President's View, Urbana, Illinois, 1968.

L. E. RATHS, M. HARMIN, AND S. B. SIMON: Values and Teaching, Columbus, Ohio, 1966.

C. EASTON ROTHWELL: The Importance of Teaching: A Memorandum to the New College Teacher, Report of the Committee on Undergraduate Teaching, Hazen Foundation, New Haven, Connecticut (undated).

JOHN E. ROUECHE: "The Two-Year College: Challenge for Teaching," Regional Educational Laboratory for the Carolinas and Virginia, Durham, North Carolina (undated).

_____ AND BARTON R. HERRSCHER: "Learning-Oriented System of Instruction for Junior Colleges," Regional Educational Laboratory, Durham, North Carolina (undated).

PHILLIPS RUOPP: New Community Colleges: Problems and Problem-Solving Resources, American Association of Junior Colleges, 1968.

_____: The Educational Uses of the World, Peace Corps Faculty Paper No. 2, Washington, D.C., December 1968.

NEVITT SANFORD: Where Colleges Fail, San Francisco, 1968.

RICHARD M. SCAMMON AND BEN J. WATTENBERG: The Real Majority, New York, 1970.

JOSEPH J. SCHWAB: "The Concept of the Structure of a Discipline," Educational Record, July 1962.

_____: College Curriculum and Student Protest, Chicago, 1969.

MICHAEL SCRIVEN: "The Methodology of Evaluation," in Perspectives of Curriculum Evaluation, edited by R. Stake, Chicago, 1967.

WARREN J. SUSMAN: The Reconstruction of an American College: Some Proposals for Rutgers College, Rutgers University, New Brunswick, New Jersey, 1968.

HAROLD TAYLOR: The World as Teacher, New York, 1969.

RALPH W. TYLER: Basic Principles of Curriculum and Instruction, Chicago, 1950.

_____: "The Organization of Learning Experiences," in Toward Improved Curriculum Theory, edited by W. E. Herrick and R. W. Tyler, Chicago, 1950.

ROBERT R. WIEGMAN: General Education in Occupational Education Programs Offered by Junior Colleges, American Association of Junior Colleges, Washington, D.C., 1969.

A. R. WIGHT AND M. A. HAMMONS: Guidelines for Peace Corps Cross-Cultural Training, Part 1, Office of Training Support, Peace Corps, Washington, D.C. 1970 (four parts).

JAMES WILSON AND EDWARD H. LYONS: Work-Study College Programs, New York, 1961.